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1891/92


CATALOGUE
OF THE
California State Normal School,
CHICO

1892.

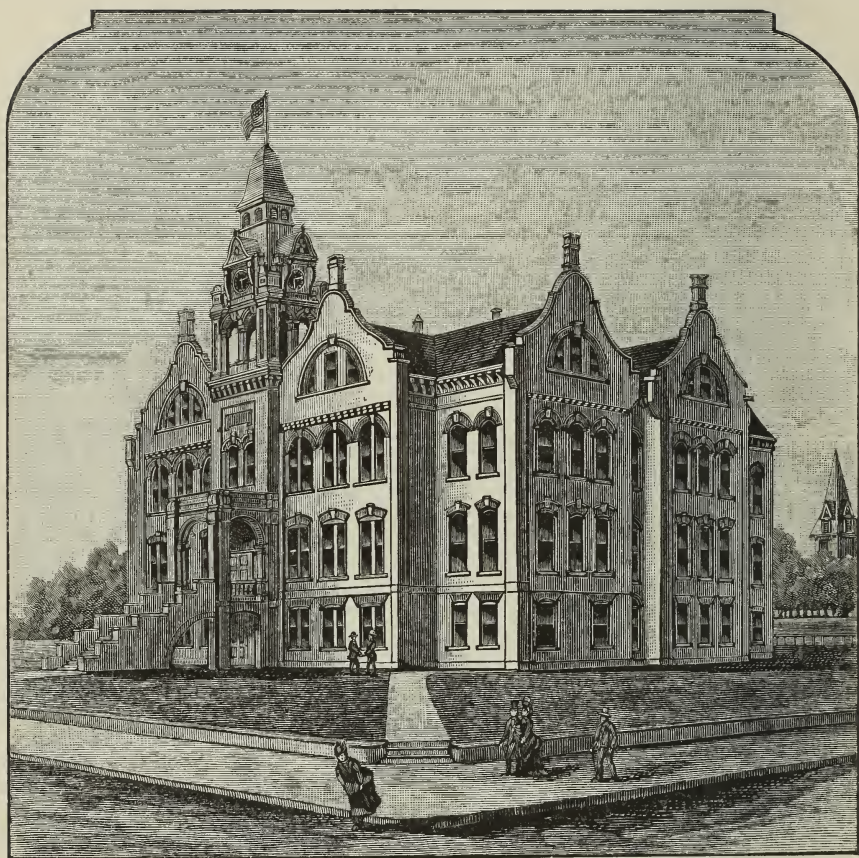
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STATE NORMAL SCHOOL, CHICO, CALIFORNIA.

THIRD ANNUAL

CATALOGUE AND CIRCULAR

OF THE

STATE NORMAL SCHOOL,

CHICO, CALIFORNIA,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1892.



SACRAMENTO:

STATE OFFICE, : : A. J. JOHNSTON, SUPT. STATE PRINTING.

1892.

CALENDAR FOR SCHOOL YEAR.

1892.							1893.						
JULY.							JANUARY.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
3	4	5	6	7	1	2	1	2	3	4	5	6	7
10	11	12	13	14	8	9	8	9	10	11	12	13	14
17	18	19	20	21	15	16	15	16	17	18	19	20	21
24	25	26	27	28	22	23	22	23	24	25	26	27	28
31					29	30	29	30	31				
AUGUST.							FEBRUARY.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
7	1	2	3	4	5	6				1	2	3	4
14	8	9	10	11	12	13	5	6	7	8	9	10	11
21	15	16	17	18	19	20	12	13	14	15	16	17	18
28	22	23	24	25	26	27	19	20	21	22	23	24	25
	29	30	31				26	27	28				
SEPTEMBER.							MARCH.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
4	5	6	7	1	2	3	5	6	7	1	2	3	4
11	12	13	14	8	9	10	12	13	14	8	9	10	11
18	19	20	21	15	16	17	19	20	21	15	16	17	18
25	26	27	28	22	23	24	26	27	28	22	23	24	25
				29	30					29	30	31	
OCTOBER.							APRIL.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
2	3	4	5	6	7	1	2	3	4	5	6	7	1
9	10	11	12	13	14	8	9	10	11	12	13	14	8
16	17	18	19	20	21	15	16	17	18	19	20	21	15
23	24	25	26	27	28	22	23	24	25	26	27	28	22
30	31					29	30						29
NOVEMBER.							MAY.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
6	7	1	2	3	4	5	7	1	2	3	4	5	6
13	14	8	9	10	11	12	14	8	9	10	11	12	13
20	21	15	16	17	18	19	21	15	16	17	18	19	20
27	28	22	23	24	25	26	28	29	30	31	25	26	27
DECEMBER.							JUNE.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
4	5	6	7	1	2	3	4	5	6	7	1	2	3
11	12	13	14	8	9	10	11	12	13	14	8	9	10
18	19	20	21	15	16	17	18	19	20	21	15	16	17
25	26	27	28	22	23	24	25	26	27	28	29	30	24

Vacations and holidays designated by dark type.

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NAMES AND RESIDENCES OF STUDENTS.

NORMAL DEPARTMENT.

Senior Classes.

Ames, Isabelle	Sebastopol.	Kelsey, Olive Claribel	Willows.
Bartlett, Arvilla Florence	Chico.	Klockenbaum, Ida May	
Barnum, Luella	Edgwood.		Marysville.
Bell, Gertrude Anna	Redding.	Lee, Bertha	Chico.
Benner, Evelyn	Prattville.	Lewis, James Edwin	Marysville.
Benner, Mary Etta	Chico.	McFeeley, Agnes	Oakland.
Bennett, Fred. Anderson	Chico.	McGregor, James	Cherokee.
Boyles, Olive Lorena	Gridley.	McLaughlin, Clara	San Francisco.
Camper, Charles Henry	Chico.	Moak, Hannah Idelia	Chico.
Camper, Ella Lillian	Chico.	Pearce, Annie Laurie	Paradise.
Camper, Virginia Emily	Chico.	Pearce, Jessie	Paradise.
Cave, John Howard	Mayfield.	Polsley, Myrtle	Red Bluff.
Chaplin, Frank Nichol		Rinehart, Ella	Chico.
	Normal, Illinois.	Sauber, Halbert Howland	
Clark, Elizabeth Alma	Chico.		Prattville.
Coady, Catherine Agnes	Chico.	Schorr, Edith	Chico.
Dangle, Lena	Fort Jones.	Shaw, Clara Alice	Eureka, Nev.
Davis, Mary	Marysville.	Spoon, William Eli	Janesville.
Dorn, Mabel Julia	Chico.	Stiles, Marietta	Susanville.
Elam, Edna Lenore	Prattville.	Stone, Belle Florence	Dixon.
Fry, Kate Eliza	Forbestown.	Taylor, Bessie	Chico.
Ford, Lovey Gregory	Maxwell.	Tillottson, Anna Laura	Nelson.
Gray, Carrie Marie	Yuba City.	Vail, Vesta Emma	Forbestown.
Harvey, George Edward	Chico.	Walker, Charles Ashlet	Chico.
Harvey, Margaret	Chico.	Weitmeyer, Lillian Doretta	
Hopkins, Avis	Marysville.		Corning.
Hudspeth, Benjamin Franklin		Williamson, Anna	Chico.
	Cedarville.	Wood, Ella	Downey.

Middle Classes.

Abbe, Cora Sanford	Chico.	Doyle, Dora Dean	Orland.
Abbe, Harriet	Chico.	Dunkle, Jennie Stewart	
Abbott, Julia May	Prattville.		Eureka, Nevada.
Barham, Harriet Isabelle	Chico.	Edwards, Mary Alice	Chico.
Bennett, Ella Louise	Chico.	Frazier, Jennie	Janesville.
Bigelow, Florence Louise	Gridley.	Gray, Adelia Charlotte	Colusa.
Collins, Agnes Blaire		Gray, Beatta Louise	Chico.
	Forest Ranch.	Harvey, Annie	Ashland, Oregon.

Hendricks, Thomas Perry . . .	Chico.	McDonald, Minnie	Avon.
Howland, Levi Cassius	Chico.	Park, Clara Margaret . . .	Clear Creek.
Hughes, Rachel Lenore		Phelps, Carrie Lee	Red Bluff.
	Nevada City.	Polsley, Claire	Red Bluff.
Kern, Ida	Nord.	Seabold, Elizabeth Janie . .	Madison.
Kern, Ralph	Nord.	Shaw, Ellen May	Sanger.
Kimball, Imogene May . . .	Marysville.	Stilson, Lorain	Chico.
Lewis, Margaret Jennie Pearl . .		Van Ornum, Lillie	Chico.
	Chico.	Wade, Lillian Anna	Chico.
Lowell, Una May	Chico.	Welsh, Electa	Cohasset.
McCauley, Margaret . . .	Davisville.	Wright, Ellen Grace . . .	Red Bluff.

Junior Classes.

Allen, Gertrude Adeline....Chico.
Bell, Ada.....Nord.
Bennett, Dicy Mae.....Nord.
Best, Dora.....Yuba City.
Bethel, John Thomas.....
.....Olympia, Wash.
Biggs, Anna L.....Oroville.
Birch, James Howard.....Orland.
Birch, Lea Roy.....Chico.
Birch, Minnie.....Colusa.
Blanchard, Alice Hall....Benicia.
Boling, Mary.....Gridley.
Brown, Sallie.....Red Bluff.
Bunker, Ellen Frances....Colusa.
Cahill, Mary.....Chico.
Cain, Kate.....Chico.
Campbell, Dora.....Gridley.
Campbell, Ida.....Gridley.
Carney, Wm. James...Wheatland.
Cartwright, Andrew Jackson....
.....Chico.
Cartwright, Mollie.....Chico.
Carwile, Celia.....Red Bluff.
Clark, Louella.....Chico.
Daly, Bernice.....Chico.
Daly, Henry Percy.....Chico.
Dougherty, Ida.....Chico.
Dean, Nellie Anne.....Chico.
Downing, Lulu May.....Biggs.
Drennan, Anne....Oakland.
Edwards, George William..Chico.
Fortna, Charlotte Kate.....
.....Yuba City.
Garoutte, Anna Loria.....Chico.
Gipson, Effie.....Chico.
Glover, Annie Frances....Bangor.
Green, Ruby Lee.....Arbuckle.
Gustin, Alfred.....Chico.
Hall, Evangeline...Sacramento.
Hayes, Mattie Ann.....Gridley.
Honodel, Wm. Raymond..Chico.
Icard, Ella.....Grass Valley.
Jackson, Guy Tucker.....Chico.
Jones, Aimee.....Colusa.
Lillas, Ella.....Chico.
Longnecker, Ada.....Nelson.
Madden, Grace Adelaide.....
.....San Francisco.
Marbut, Edgar Hume.....Chico.
Marbut, John Wellington..Chico.
Matlock, Estelle Frances.....
.....Red Bluff.
McGregor, Kate.....Cherokee.
Morgan, Jean.....San Francisco.
Murphy, Mae.....Chico.
Nanney, Lulu.....Copper Vale.
Nason, Fred, Arthur....Rio Vista.
Nordyke, Zetta.....Willows.
Odbert, Sarah Eliza..Davis Creek.
Parker, Adah.....Napa.
Potter, Angeline.....Chico.
Rienhart, Maud.....Chico.
Rodda, Emma Ivey.....Florin.
Salisbury, Emma.....Chico.
Salsbury, Birdie....Clear Creek.
Salsbury, Nellie....Clear Creek.
Saubert, George I.....Chico.
Schorr, Grace.....Chico.

Seabald, Celia Anna	Madison.	Treanor, Lottie M.	Chico.
Seat, Minnie.	Chico.	Van Ornum, Amelia Zella. .	Chico.
Shaeffer, Margaret	Gridley.	Van Ornum, Viola May. . . .	Chico.
Sherin, Lillian M.	Millville.	Welsh, Annie Josephine. . .	Gridley.
Smith, Harriet	Janesville.	Welden, Margaret	Oroville.
Smith, Nellie G.	Marysville.	White, Mattie.	Chico.
Snider, Mae Tackett.	Biggs.	White, Minnie Edith.	Redding.
Spoon, Laura	Janesville.	Williams, Sarah Elizabeth. . .	
Sprague, Cora Stoddard. . .	Chico.	Fort Jones.	
Stiles, Ella Cunningham. .	Red Bluff.	Williamson, Edward Thomas. .	
Stone, Edythe.	Gridley.	Chico.	
Tarr, Stella.	Sutter Creek.	Winders, Maud	Gridley.
Taylor, Mary	Chico.	Woods, Cora Belle.	San Francisco.
Thiel, Francis Lothar. . . .	Chico.	Wright, Cora Virginia	Chico.
Thompson, Annie Marinda. .	Chico.		

MODEL AND TRAINING SCHOOL.

Grammar Department.

Bartlett, Willie	Chico.	Harvey, Arthur J.	Cohasset.
Bennett, Mae*	Chico Vicino.	Henderson, Nina.	Chico.
Bell, Hugh	Nord.	Hoover, Julia.	Alta.
Bethel, John*	Olympia, Wash.	Isenberg, Julia	Chico.
Boring, Katie.	Chico.	Jackson, Ina	Chico.
Boyle, Josie	Chico.	Jackson, Ora.	Chico.
Brown, Leona.	Gridley.	Kelsay, Beth	Selma.
Buckhout, Mabel.	Chico.	Kelsey, Jean.	Willows.
Burk, Harry	Chico.	Kemper, Cora.	Chico.
Carney, Ella.	Chico Vicino.	Kerr, May	Chico.
Cartwright, Andrew*	Chico.	Kinney, Samilda.	Chico.
Chaplin, Bertie	Chico.	Locey, Archie.	Chico.
Clark, Clara	Nord.	Lockerman, Eunice	Chico.
Cotton, Belle	Orland.	Longnecker, Ada*.	Chico.
Culver, Harlow	Chico Vicino.	Longnecker, George.	Chico.
Culver, George.	Chico Vicino.	Manor, Charles	Chico.
Deal, Charles.	San Francisco.	McFeely, Clarence	Chico Vicino.
Diller, Ralph	Chico.	Messer, Belle	Chico.
Eames, Henry	Chico.	Moore, Burnham.	Chico.
Edwards, Fannie	Chico.	Moore, Charles	Chico.
Edwards, George*	Chico.	Morse, Willie	Chico.
Faulkner, Ethel	Chico.	Nikirk, Adella	Nelson.
Fink, Rudolph	Chico.	Noonan, Kittie.	Chico.
Flint, Josie	Chico.	Owen, Josie.	Chico.
Flint, Thomas	Chico.	Pulliam, Lucy	Chico.
Graf, Willie.	Chico.	Robbie, Josie	Chico.
Green, Rubie*.	Arbuckle.	Rodda, Emma*	Florin.
Guill, Jay B.	Chico.	Schoonover, Dorance.	Chico.
Gynn, Willie	Nord.	Schorr, Grace*.	Chico.

Shand, Robbie.....	Chico.	Waste, Harry.....	Chico.
Strange, Bert.....	Chico.	Weed, Evvie.....	Chico.
Thomas, Estella.....	Chico.	Welch, Katie.....	Gridley.
Van Ornum, Zella*.....	Chico.	White, Mattie*.....	Chico.
Waddams, Lulu.....	Chico.	Williams, Edith.....	Chico.
Waddams, William A.....	Chico.	Wright, Virgie*.....	Chico.

Primary Department.

Aiken, John	Flint, Willie	McCargar, Corda
Allen, Ina	Gray, Ralph	McFeely, Hazel
Ames, Bryan	Hall, Susie	Montgomery, Annie
Carney, Florence	King, Fanny	Pierce, Vora
Chapman, Amy	Lawton, Howard	Pratt, Genevieve
Clark, Laura	Lawton, Pearl	Taggart, Douglas
Clark, Liston	Lee, Minnie	Vadney, Edward
Clark, Zilpha	Locey, Charles	Vadney, Olive
Diller, Vivian	Locey, Mamie	Wilson, Edna
Felter, Eva	Lowell, Mabel	Wilson, Mamie
Felters, Ora	McCargar, Burt	Wolters, Adolph

SUMMARY OF ENROLLMENT.

NORMAL DEPARTMENT.

Senior Classes.....	51
Middle Classes.....	34
Junior Classes.....	90
	<hr/> 175

MODEL AND TRAINING SCHOOL DEPARTMENT.

Grammar and Intermediate Grades.....	70
Primary Grades.....	33
	<hr/> 103
	278
* Promoted from the Grammar Department to the Junior Class in Normal Department.....	11
Total enrollment in all Departments (none twice counted).....	267

GRADUATING CLASSES.

FIRST CLASS, JUNE, 1891.

Collins, Leora Beatrice	Sauber, Lorinda Maria
Earl, Lillian	Small, Josie Isabelle
Hendricks, Mabel Dixon	Spencer, Gladys Matilda
Lowell, Jeannie Mason	Stiles, Stella May
Mann, Julia Inez	Williamson, Anna
Nason, Cora	Wood, Ella
Ray, James Clay	Wood, Hazel Rosalia
Ray, Samuel Scott	Wright, Esther Alice
Reynolds, Charles Alexander	

SECOND CLASS, JUNE, 1892.

Ames, Isabelle	Davis, Mary
Bartlett, Arvilla Florence	Elam, Edna Lenore
Barnum, Luella	Ford, Lovey Gregory
Benner, Evelyn	Harvey, George Edward
Benner, Mary Etta	Harvey, Margaret
Bennett, Fred. Anderson	Hudspeth, Benjamin Franklin
Boyles, Olive Lorena	Kelsey, Olive Claribel
Camper, Charles Henry	McFeeley, Agnes
Cave, John Howard	Stiles, Marietta
Chaplin, Frank Nichol	Taylor, Bessie
Clark, Elizabeth Alma	Tillottson, Anna Laura
Coady, Catherine Agnes	Vail, Vesta Emma

GIFTS OF GRADUATING CLASSES.

These form part of the decoration of the main entrance hall. First class: engraving—Mozart Chantant Son Requiem.

CIRCULAR FOR 1891-92.

The Trustees of the State Normal School at Chico present the Catalogue of the School for the year ending June 30, 1892, together with the course of study, rules and regulations, etc., for the coming year. The school has just closed the third year of its existence, and is now completely organized. Its numerical growth, and the excellent reputation that it has acquired thus early in its history, have far exceeded the anticipations of its warmest friends. With the appropriation of \$25,000, made by the last Legislature, the building has been completed, and from the Model and Training Department, on the first floor, to the museum-room on the fourth, it is in its appointments one of the most complete Normal Schools to be found on the coast.

Some additions have been made to the apparatus in the laboratories since last year, and many volumes have been added to the library. While the rapid growth of the school will require a much greater enlargement of each, we find that the present needs of the school are fairly met.

The museum is growing rapidly under the active supervision of our able Curator, Prof. Seymour. The Trustees hope that this important department will soon contain representative specimens of most of the fauna and flora of California.

The second class to graduate—the first to take the entire course of study from the beginning—were granted diplomas on June 16th, and are thus representatives of the school in a full sense. We believe that public school Trustees and Superintendents will not be disappointed with their work in the schools of the State.

With the facilities now offered for excellent work at this institution, with the improvements that are continually being made, with the enthusiasm that is constantly manifested by the Faculty, we feel that we can confidently recommend the school to the favorable notice of the people of Northern and Central California.

CALENDAR FOR 1892-93.

First Term.

Entrance examinations, August 30 and 31, 1892.

Term opens, September 1, 1892.

Term closes, January 20, 1893.

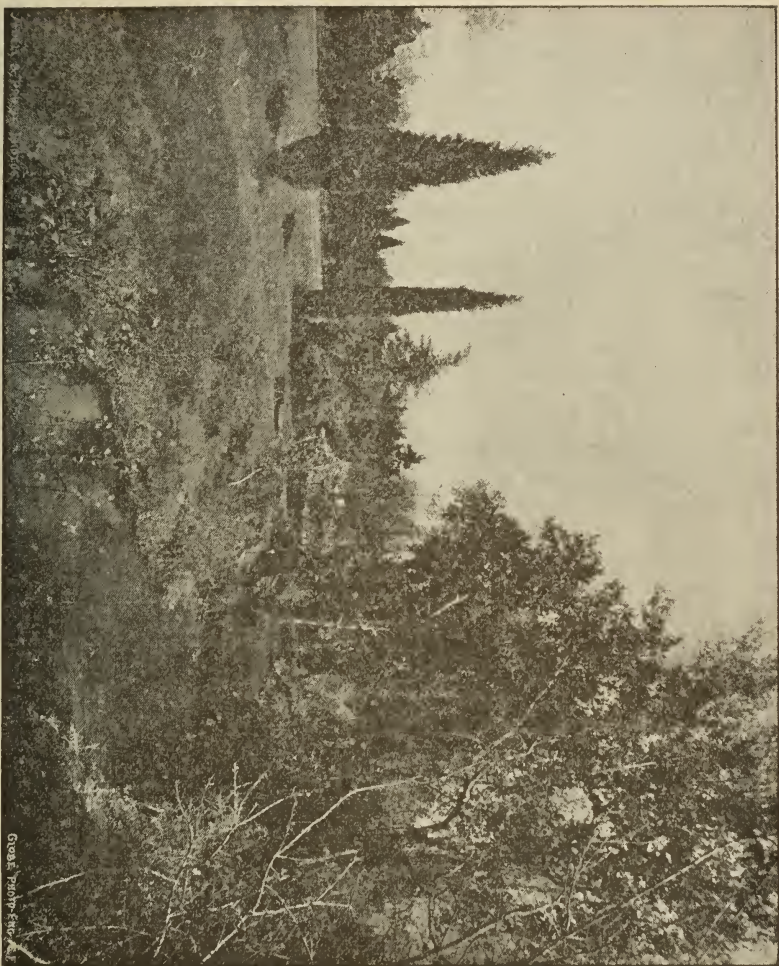
Holiday vacation, December 23, 1892, to January 3, 1893.

Second Term.

Term opens, January 24, 1893.

Mid-term vacation, April 8 to April 17, 1893.

Term closes, June 15, 1893.



VIEW FROM ASSEMBLY ROOM.

GOOSE, 1904-1905

THE LOCATION OF THE SCHOOL.

Chico, including suburbs, is a town of about six thousand people. It is two hundred miles north of San Francisco, and five miles east of the Sacramento River, near the foothills of the Sierras, and on the through line of the California and Oregon Railroad. It is about equally distant from Marysville on the south and Red Bluff on the north. Oroville lies thirty miles to the southeast, and Colusa a little farther to the southwest. It is the center of a great stage system that radiates to all surrounding towns both in the valley and in the mountains. It is therefore easy of access, and is more centrally located than any other place north of Sacramento. The town is one of the most beautiful in Northern California. It has broad shaded streets, and is surrounded by great stretches of oak parks diversified by running streams of mountain water. The students are always at liberty to enjoy the attractive walks in General Bidwell's private grounds, which adjoin those of the Normal School.

The city and the school are supplied with the purest of water by the Holly system. Nearly all of the Christian churches are represented in the town, and both the pastors and the people of each take the deepest interest in making the school life of the students pleasant socially and attractive morally.

The healthfulness of the students during the past three years has been very noticeable. There have been few absences because of sickness, and these for only limited periods.

The Normal building is admirably planned and well constructed. The double brick walls make it cool during the heated period and dry in damp weather. The class-rooms, which are large, airy, and well lighted, surround the great central hall, to which ascend on each floor three broad, easy staircases. The whole building is heated by furnaces located in the basement, and is admirably ventilated throughout. It stands in the center of a campus of eight acres, located just outside of the city limits. The grounds are already planted to trees and shrubbery, and are laid out with drives and walks. As the site was a gift from General Bidwell, and taken from the choicest part of his beautiful estate, its surroundings are charming and attract the attention of all who visit the school.

COURSE OF STUDY.

JUNIOR YEAR.

	FIRST HALF, OR JUNIOR B.	SECOND HALF, OR JUNIOR A.
PROFESSIONAL	Lectures on "How to Study." Morals and Manners—Four weeks. Writing Methods—Ten lessons.	Elementary Psychology—Twenty lessons.
MATHEMATICS	Arithmetic—Twenty weeks.	
ENGLISH	Grammar—Twenty weeks. Study of Evangeline and Lady of the Lake.	Composition—Twenty weeks. Study of the Alhambra, with especial reference to sentence structure and analysis.
SCIENCE	Physiology—Sixteen weeks.	Zoölogy—Fifteen weeks. Elementary Physics—Five weeks. Geography—Twenty weeks.
MISCELLANEOUS . .	Reading—Ten weeks. Drawing—Ten weeks.	Drawing—Twenty weeks.

MIDDLE YEAR.

	FIRST HALF, OR MIDDLE B.	SECOND HALF, OR MIDDLE A.
PROFESSIONAL	Psychology—Ten weeks. Observation in Model School.	Methods in Reading, Penmanship, and Language—Ten weeks. Teaching in Model School.
MATHEMATICS	Algebra and Bookkeeping—Twenty weeks.	Algebra—Ten weeks. Geometry—Ten weeks.
ENGLISH	Rhetoric (Elements and Essentials)—Twenty weeks. Study of Merchant of Venice, Snow Bound, and Sir Launfal.	Study of Julius Cæsar, Sir Roger de Coverly, and one speech of Webster—Ten weeks.
SCIENCE		Botany—Fifteen weeks. Physics—Five weeks.
MISCELLANEOUS . .	Drawing—Ten weeks. History and Constitution of U. S.—Twenty weeks.	Elocution—Ten weeks.

SENIOR YEAR.

	FIRST TERM, OR SENIOR B.	SECOND TERM, OR SENIOR A.
PROFESSIONAL . . .	✓ Teaching in Model School, Methods in Geography, Arithmetic, and Elementary Science—Ten weeks.	✓ School Economy, School Law, and the History of Education—Twenty weeks. — Teaching in Model School.
MATHEMATICS . . .	✓ Geometry—Twenty weeks.	✓ Arithmetic—Ten weeks.
ENGLISH	✓ The Study of Burke's Speeches and Hales' Longer English Poems.	✓ Study of the Newcomes—Ten weeks. Writing Graduating Theses.
SCIENCE	✓ Physics—Twenty weeks.	✓ Chemistry—Twenty weeks.
Exercises to continue through the three years { Spelling and Word Analysis—Fifteen minutes each day. Music—One half hour, three times each week. Calisthenics—One half hour, three times each week.		

REQUIREMENTS FOR ADMISSION AND GRADUATION.

For admission to the Junior Class, the following qualifications are requisite:

1. The applicant must be sixteen years of age.
2. Hold a valid teacher's certificate of any grade from any county or city in California; or,
3. Hold a diploma of graduation from a California High School, a county grammar grade diploma, or a certificate of promotion from the ninth to the tenth grade of city schools.

Applicants presenting High School diplomas of graduation, or first grade teachers' certificates granted in States other than California, may be admitted at the discretion of the Faculty.

Those holding the diplomas of High Schools that have been accredited by the State University and Leland Stanford Junior University, will be admitted to advanced standings in the Normal School, if recommended by the Principals of the schools from which they graduated. In most cases, such students will be able to complete the professional work and review such subjects as the Faculty may designate in about one and one half years.

We advise those intending to enter the school to prepare themselves thoroughly in the subjects mentioned above. A smattering of many subjects will not take the place of an intelligent knowledge of these fundamental branches of school work.

In *Arithmetic*, the applicant must be able to recite the tables of denominate numbers; to perform the operations of common and decimal frac-

tions, and denominate numbers; and to apply the principles of percentage to interest, discount, and profit and loss.

In *Grammar*, the applicant must be able to analyze, according to some standard system, simple, compound, and complex sentences; to write and indicate the offices of the different classes of infinitive and participial phrases; explain the formation of plural nouns; decline personal and relative pronouns; show how the different case forms are used in sentences; explain and illustrate the use of adjectives and adverbs; write verbs in any required mode and tense; show a reasonable knowledge of the use of capitals and punctuation marks; and be able to write letters and compositions with a fair degree of system and correctness.

In *Geography*, questions will be given to test the applicant's knowledge of the general features of the continents; relief and drainage including the chief mountain and river systems; shape, outline, comparative area, and political divisions; also, a knowledge of the production and exchange of the great staples of the world. Regarding the United States, accurate knowledge will be required on the following topics, viz.: Number and relative importance of the different States and Territories; chief commercial and manufacturing cities; important mineral, vegetable, and animal products, and the great commercial highways, including water routes and railways.

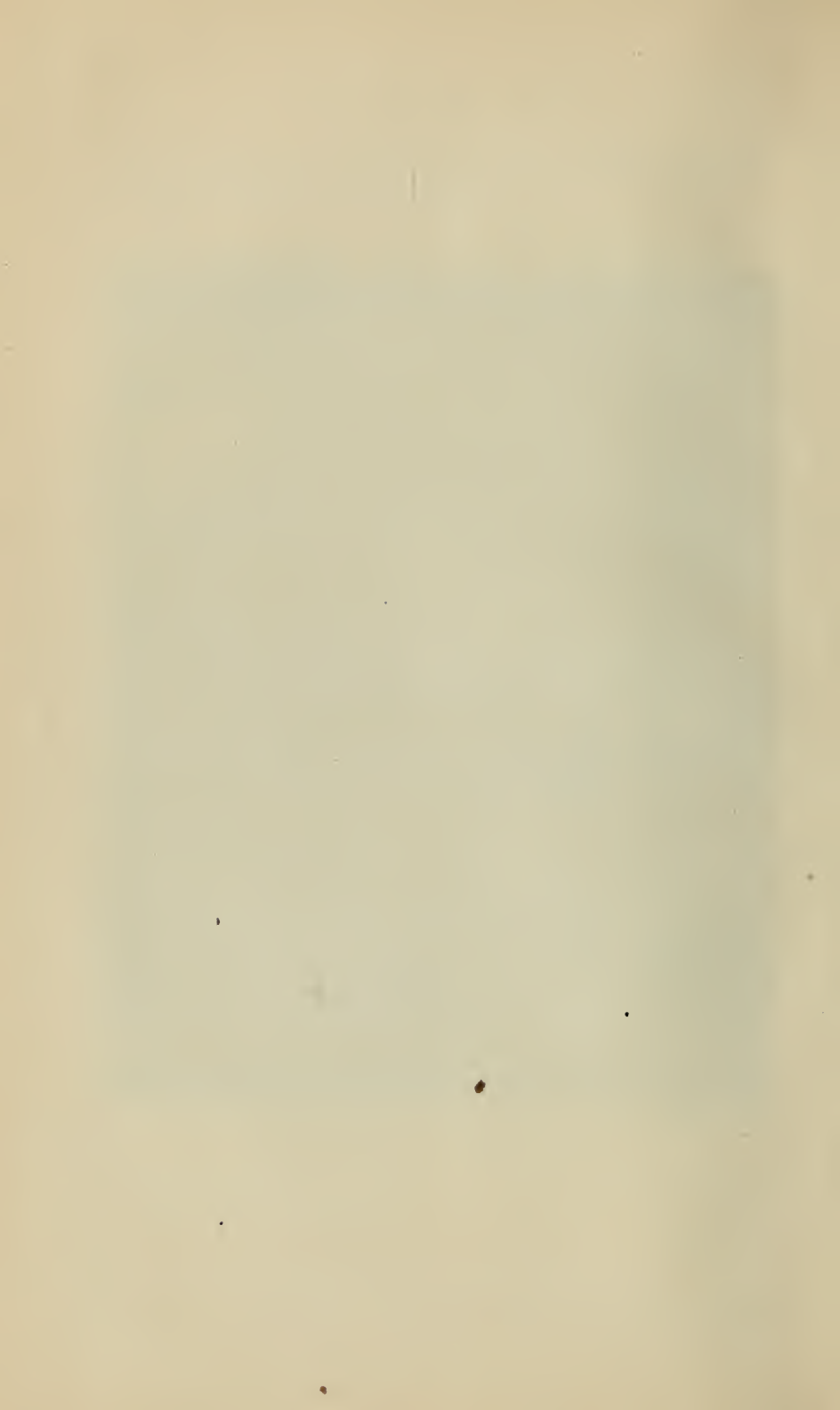
In *Spelling*, an ability to write correctly at least seventy out of one hundred words in common use will be required, as well as an ability to use these words correctly in sentences. By words *in common use* is meant those to be found in the daily newspapers.

The applicant must be able to *read* clearly and distinctly, pronounce correctly, show a knowledge of the rules of inflection, emphasis, etc., and understand the use of diacritical marks.





HALL AND CORRIDOR OF FIRST FLOOR.



RULES OF THE JOINT BOARD OF NORMAL SCHOOL TRUSTEES.

COURSE OF STUDY.

1. The length of the Course of Study for graduation is *three years*; namely: one year Junior, one year Middle, and one year Senior.
 2. Pupils who make a satisfactory record in all the studies of the regular, or three years' course, either upon examination or by class work in the school, and who are recommended by the Faculty of the school as in every way entitled to the same, shall be granted the Diploma of the Schools; provided, that the entire Senior year be passed in the school giving the recommendation.
 3. The number of terms in the year, the time of opening and closing of terms, the arrangement of vacations, the time of graduation, and the order of succession of studies in the prescribed course, shall be fixed for each school by its local Board of Trustees.
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LIST OF TEXT-BOOKS.

Readers, Speller, Grammar, History, Arithmetic, Civil Government, Physiology, and Geography (when published)—State Series.
Whitney's Essentials, for additional work in Grammar.
Olney, or Wentworth, or Hill, for additional work in Arithmetic.
Geography—Harper's, until State Geography is ready.
Algebra—Milne and Appleton.
Geometry—Wentworth and Stewart.
Physical Geography—Warren's New.
Word Analysis—Swinton.
Composition—to be selected by Faculty.
Rhetoric—Kellogg and Hill.
English Literature—Shaw-Backus, and Spofford Brooke's Primer.
Zoölogy—Colton, Holder.
Botany—Rattan and Gray.
Physics—Gage, Appleton, Avery.
Chemistry—Williams' Introduction to Chemical Science, Williams' Laboratory Practice, and Avery's Chemistry.
Bookkeeping—Childs' Essentials.
Drawing—Bradfield, Schoof, and Prang.
Psychology—Hill, Hewett, and other works suggested by the Faculty.
Pedagogy—Swett, Hewett, Compayré, or some other work suggested by the Faculty.

GENERAL INFORMATION.

Applicants for admission are required to sign the following declaration: "I hereby declare that my purpose in entering the State Normal School is to fit myself for teaching, and that I intend to teach in the public schools of California." They are also required to make a deposit of *five dollars*, which will be refunded when they leave, if their names are clear on the books of the Librarian, and if there are no charges for injury to reference books, building, or furniture.

At the close of each term, students fully promoted to a higher class receive promotion cards, signed by the Principal. These will admit them to the advanced class at the beginning of any term.

Conditioned students will receive cards naming the subjects in which they are conditioned. They will be admitted to advanced classes on removing the conditions. A student will not be conditionally promoted if there is more than one subject in which he does not reach the required standard.

The diplomas of the Normal Schools are, as far as the law can make them so, evidence of qualification to teach in the Primary and Grammar Schools of the State. Most County Boards so recognize them, and issue Grammar Grade certificates to Normal graduates.

EXPENSES.

Tuition is free. Board can be had in private families for from sixteen to twenty dollars per month. There are also suites of rooms in which students, by clubbing together, can board themselves, and thus materially reduce expenses.

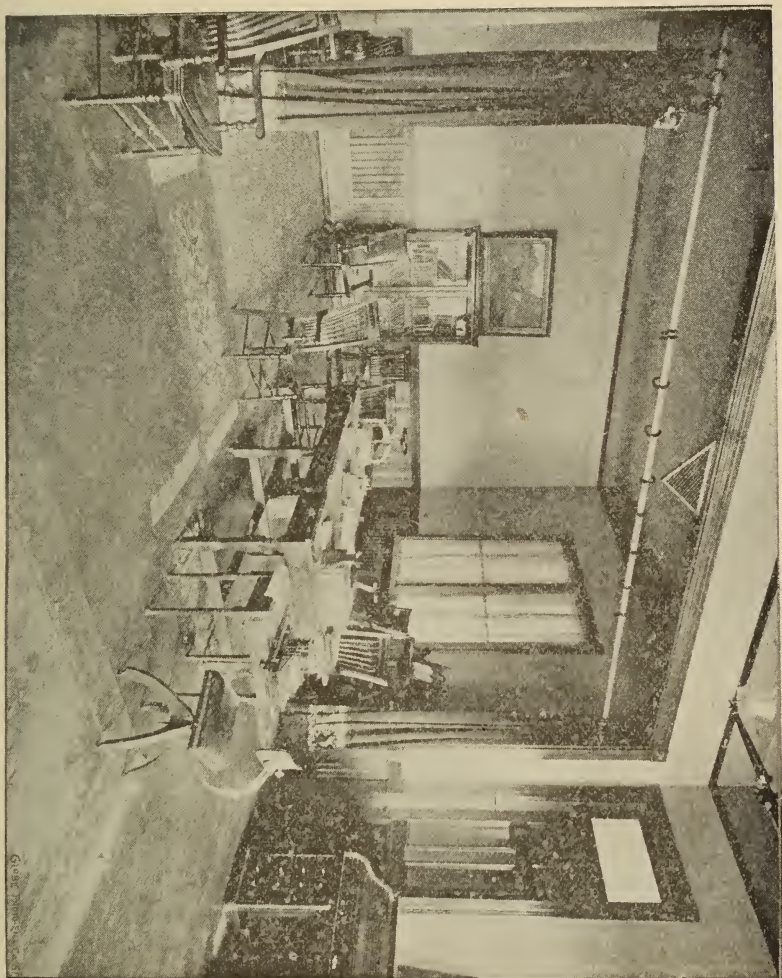
Books cost from five dollars to ten dollars per term, and each student should be prepared to spend from ten to fifteen dollars during the course for material used in the botanical, chemical, and microscopical work.

BOARDING.

All students before engaging board must consult the Preceptress. They will be permitted to board only in families approved by the Faculty, and when a boarding place has been selected, students will not be allowed to change to another during the term, except for some good reason, and then only by consent of the Preceptress.

EXAMINATION FOR ADMISSION.

Examinations for admission will begin at nine A. M. on the days designated in the calendar. *Applicants should be here at that time without fail.*



OFFICE AND RECEPTION ROOM.

PRINCIPAL'S REPORT.

To the Trustees of the State Normal School at Chico:

GENTLEMEN: I have the honor of submitting to you the third annual catalogue and report of the State Normal School under your charge. The past year has been one of prosperity to the school, and I feel that the institution has made a great advance in many respects since the last report was issued. No striking change has been made; there has been no remarkable increase in the number of students, and yet the members of the Faculty are conscious that many forward steps have been taken during the school year. The haste that is made slowly is much better than are rapid strides. The progress of one is thoughtful and steady; of the other fitful, and often without permanent results. One hundred and ten students were registered during the first year of the school; during the second year there were one hundred and thirty-seven in attendance; while during the past year, one hundred and seventy-five have answered to roll call in the Normal Department. These latter have represented twenty-five counties of California, and the States of Oregon, Nevada, and Washington—a fact that shows that the school is already well and favorably known. This gradual and healthy growth is much better than a rapid increase of numbers.

Advancement has also been made with respect to the amount of work and the methods of instruction. The teachers are learning, year by year, what can be done with the students who come to us, and are thus able to secure better results than were possible during the first year or two. The policy with which the school opened, viz.: that thoroughness in every department must characterize the work of every student before he could be promoted from one class to a higher, is bearing the fruit of earnest and indefatigable effort from all. It is now clearly understood that work, and work only, will bring advancement and future reward.

The professional work has been extended and systematized since last year. One hundred weeks out of four hundred and eighty are now devoted to Psychology, the Science and History of Education, and Methods and Practice Teaching.

Three years from the Grammar School, however, is too short a time for the accomplishment of all that students should do before they are given what are virtually life diplomas to teach in the schools of the State. I still have the same opinion that I had at the last joint meeting of the Normal School Boards, viz.: that the course of study should be lengthened to four years. Without a longer course than we now have, our students cannot acquire the breadth of culture that should characterize the teachers of our children, and most of our graduates will not take an advanced course in another school. Nearly all of the Normal

Schools in the United States have a course of four years. I believe that the time has come when California should take this forward step.

Out of a Junior Class of seventy that entered three years ago, twenty-four were graduated, June 16th. With three exceptions, all took the entire course of three years, and with this, the first class, to do all of the required work, the school may be said to be fairly started on its mission to prepare teachers for the schools of the State.

All but two of the graduates of 1891 have taught more or less, generally with good success. Their work has been done in seven counties.

Thanking you, gentlemen, for your continued courtesy and support,
I am respectfully,

EDW. T. PIERCE.



METHODS OF STUDY.

Believing that the true object of education is mental development as well as the acquisition of knowledge, the teachers of the Normal School seek in their work to exemplify this principle.

While the text-book is placed in the hands of the students, they are led to see that this is only one of many useful helps. All subjects admitting of such a course are studied and recited topically.

The class work consists of discussions and comparisons of the results of individual research and study, while exactness of expression is cultivated by much written work.

Here the student is fitting himself to become a teacher, and recitations are made with that end in view. Method work is not left until the last year of the course. This important branch of Normal School work is never separated from the study of the subject; therefore, all are required, as teachers, to illustrate topics, to explain to their classmates, to question, and to develop subjects logically.

ENGLISH.

In this department are included grammar, composition, rhetoric, literary readings, and word analysis.

Grammar.

This subject is introduced as a special study during the first term of the Junior year, in order that thus early a foundation may be laid for its constant review and further development, which are to continue throughout the entire course.

This foundation work in grammar embraces especially the structure of sentences and the etymology of the noun, the pronoun, and the verb. It is believed that without this foundation, it is impossible for the students to do effective work in the further study of English.

Composition.

Oral and written composition are made of equal importance. Topical recitations and written exercises form the class-room work. In both of these, careful criticism is given by the teacher, after which the student is required to correct his work, and give good reasons for his corrections. A more elaborate effort is required each month, in the form of an essay on some given theme. This is prepared at home, and the teacher's criticism, in most cases, is given personally to each student. General essay writing of this character continues throughout the course.

Rhetoric.

The student becomes acquainted with the principles and laws that govern good writing, not merely by memorizing definitions and rules, but by constant effort toward applying those principles in his own composition, and also by observing their application in such literary works as are selected for study.

Careful investigation of the qualities that distinguish good literary style tends to awaken in the student an intelligent appreciation of that which is excellent in literature, and to stimulate into activity his power of self-cultivation.

Literary Readings.

These require critical study of the selections named elsewhere in the catalogue. The work begins in the Junior year, and constitutes part of the study of English in each succeeding term. The literary selections supply material for exercises and drill in the special work in language in each term.

In the Senior year, this work expands into the special study of English and American literature. The plan of work and method of study, however, remain substantially the same, experience having proved that the best results are obtained, not from the method of memorizing names, dates, and detached facts in the lives of writers (a method happily now fast becoming obsolete), but from a vital acquaintance with the thought and personality of our great authors as shown in their best work.

MATHEMATICS.

The pure mathematics of the State Normal Schools of California comprises arithmetic, algebra, and geometry, considered as interdependent parts of an entirety; and, being so considered, they are presented, so far as is possible, inductively; that is, each subject is presented with a view to the establishment of principles, and the gaining of power that shall readily introduce the succeeding subjects.

Arithmetic.

This subject receives attention during the first twenty weeks of the Junior, or first, year. A close and thorough investigation of the principles and applications is made, having in mind at all times the thought that the pupils are to become teachers. It is insisted upon that there shall be a complete comprehension of the subject, as evidenced by clear presentations by the students themselves, by short and accurate solutions, and by preparing the way for the following applications or subjects. Much attention, therefore, is given to the language of the students. They are expected to do briefly and accurately every problem solved, and to explain thoroughly every principle employed or problem solved. The criticism of the class is invited and expected upon the work of their associates. The impressment is sought of the idea that each subject is simply an expansion of the preceding subjects; that the principles already in mind are of universal application, and that, therefore, whatever they

learn is not for a certain subject nor for the time being, but is so much permanent capital invested from which they may derive a constant and growing benefit. Fractions, being whole parts, are simply an expansion of whole numbers; decimals, being tenths, hundredths, etc., are simply variations of the fractional form for the sake of convenience; percentage, being, as its name implies, applications on the basis of one hundred, or hundredths, is no new principle at all, but rather business applications of the principles of fractions and decimals.

In the Senior year ten weeks additional are devoted to a review of arithmetic, including its history, methods of teaching, and a consideration of series and mensuration, the way having been prepared for the last in algebra and geometry.

Algebra.

This subject is introduced as a continuation, expansion, and generalization of the principles of arithmetic. The signs $+$ and $-$ are treated, not as indicating different kinds or values of quantities, but rather as opposite directions, opposite uses of the same kinds or values of quantities. The letters employed are simply the representatives of the numbers 1, 2, 3, etc., indefinitely instead of definitely employed for the purpose of reaching general rather than special results, as in the use of numerals. Classification and generalization are the objects in view, so that instead of rambling and unsatisfactory work there may be a certainty as to manner of investigation and a confidence as to the accuracy of the results reached. In the treatment of the equation, its different methods of solution are clearly outlined as applicable to, and in strict conformity with, the general classification; and the theory of equations is sufficiently entered into to enable the students at sight to denominate the class of the equations, the methods of procedure, and the number of roots or answers. The theory of exponents is considered sufficiently to give a fair working knowledge of the same as integral or fractional, positive or negative, and as logarithms. A hurried view is taken of arithmetical, geometrical, and harmonical series, to the end that the students may have an idea of their nature, even though they do not reach much proficiency in their application.

Geometry.

In this science a prominent object in view is the development of correct habits of thought, of close methods of reasoning, and of clear and concise expression. Much attention is devoted to original work, in which the leading methods are distinguished from each other, and their relative values, under different conditions, compared and established. The first twenty weeks (first half of Middle year) are devoted to the consideration of the elements of planes, the formal divisions of the demonstration being sharply outlined at first, so as to avoid incoherent talks as much as possible. The subject of loci, which is to geometry what factoring is to algebra, is given much critical attention. The quality of solutions by the intersection of loci is as fully considered as our time will permit. The theory of limits is studied from an arithmetical, an algebraical, and a

geometrical standpoint, and its principles employed to a considerable extent where the method of *reductio ad absurdum* is usually employed.

The last ten weeks are employed in the consideration of the geometry of space in a somewhat less exhaustive manner, but, nevertheless, to an extent conducive to a clear understanding of the applications of mensuration.

SCIENCE.

Since issuing the last catalogue valuable additions have been made to the laboratories and to their equipment.

Improved facilities and important changes in the rooms for science work make possible more extended experimentation and dissection.

The science books on each subject are kept in the room in which the subject is taught.

Organization has given place to permanency.

Aims of Science Work.

The aims of science work are to bring our students into actual contact with nature; to create in them a desire to study her forms, and to guide them to observe and judge correctly. To this end the students are required to dissect, to draw, to describe, and to compare and group the various objects examined.

Physiology.

In the physiological work the students are helped by reference books, charts, and a full line of Bock-Steiger models. From dissections in comparative anatomy, from experimental work, and from the description of the models, the students are enabled by their own efforts to gain a correct idea of the human body. The topics of Function and Hygiene in their relations are emphasized. Special stress is placed upon hygiene in all its practical bearings on life.

The classes thus far have demonstrated that this study leads most naturally into microscopic work.

Several microscopes have been in almost constant use by students whose love for physiology has led them on to this attractive field of research and discovery.

During the year a finely mounted skeleton has been added to the list of charts and models for use of the students.

Botany.

The work in botany consists of three parts:

First—A thorough mastery of the topics of Germination, Morphology, and the Methods of Analysis.

Second—The application of the knowledge gained to the independent analysis of plants.

Third—The preparation of an herbarium of twenty-five species of plants, to be left in the Museum of the school.

The work in this department has progressed far enough to prove that Northern California is fine botanizing ground.

An herbarium for five thousand plants has been completed and placed in the Museum.

Plants have been classified and labeled, representing seventy-two orders, two hundred and forty-seven genera, and three hundred and forty-seven species.

Exchanges with high schools and colleges in the East, and with the Botanical Society of Pittsburg, have added four hundred specimens not common to California.

There are now six hundred and forty-seven specimens for exchange. These specimens are well prepared, and mounted on bristol board, bearing a label like this:

HERBARIUM OF STATE NORMAL SCHOOL, CHICO, CAL.

A list will be sent on application from any institution of learning desiring to exchange.

Physics.

In physics, the inductive and deductive plans of study are both followed, neither receiving undue prominence.

The course now consists of ten weeks' work in elementary physics and twenty weeks in more advanced work.

Experiments showing the properties of matter, the forces of cohesion and adhesion, and the first principles of mechanics, are worked out by the students upon tables suited to the room and the work.

New apparatus is being added to that already in possession; some by purchase, and some by being designed and made in the workshop of the school.

Experimentation holds first place, with thorough drill upon the laws and principles established by others; and all is more firmly fixed in the mind by the solution of many problems bearing upon the daily work.

The devising and preparing of simple apparatus by the students is emphasized, thus making it possible for them to teach the subject intelligently and practically in schools where no facilities are provided by the authorities.

Chemistry.

Increased facilities for individual work give desk-room and accessories for twenty-six students to work independently and at the same time.

Besides a cheery room with cement floor, neat chemical cases with drawers, cupboards, and sinks for each student, there is a demonstration table with modern appliances for electricity, heat, rapid filtering, and work with the gases.

The students perform the experiments.

A few elements are studied thoroughly, and chemical equations exacted for each experiment performed.

The basis of the work is the interpretation of the chemical phenomena, the acquisition of manipulative skill, and the harmonizing of the theoretical side of chemistry with the practical by the daily use of equations and problems.

Microscopy.

The High Schools of California will soon be furnished with one or more microscopes, which may come under the care of Normal teachers. Such responsibility will be better discharged if they know two things about microscopy: first, how to effectually manipulate a microscope; second, how to prepare specimens for its use.

The school is furnished with Bausch and Lomb's large monocular microscope, with a wide range of accessories, including stains and mounting material in abundance; also, a Beck and Schanze automatic microtome for cutting all kinds of tissues. Several new microscopes have been added to this list. More will be purchased during the coming year.

A short course in microscopy will be given the Senior Class, in order that each member may acquire sufficient knowledge and skill to meet any demands in this department of High School work.

The members of the present Senior Class have done some excellent work in entomology by way of preparing microscopic slides of portions of typical specimens of the various orders of insects.

Projection.

A stereopticon, with attachment for microscopic projection, has been imported for class instruction and lectures in the assembly room. The school is also furnished with a solar microscope and accessories capable of showing photographs or cell structure, animal and plant tissues.

Osteology.

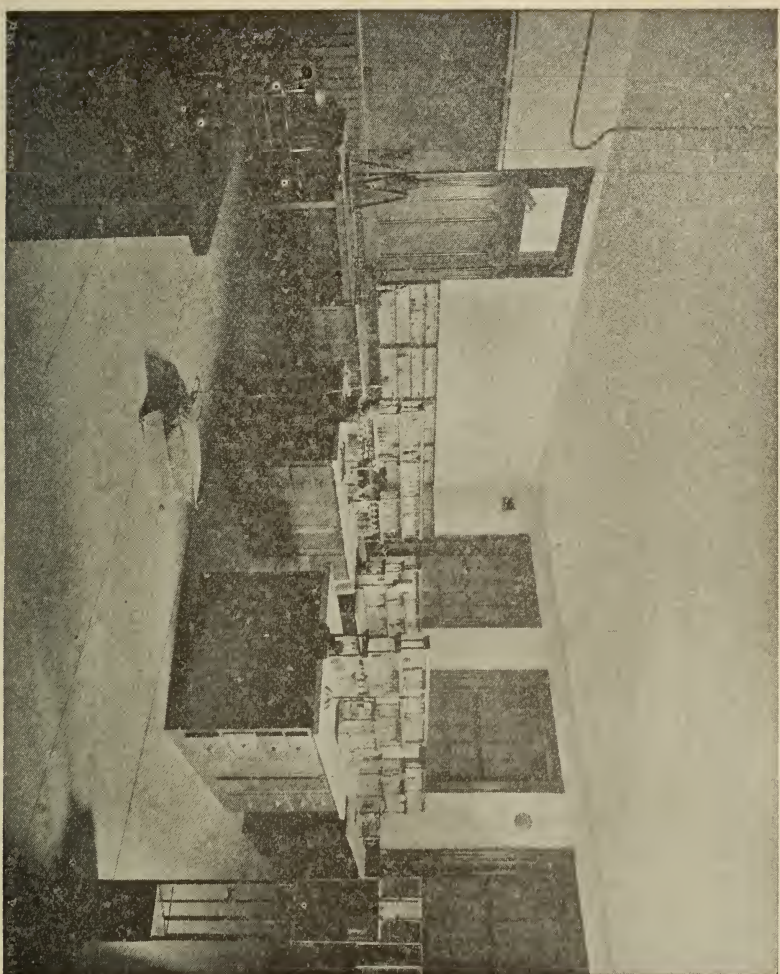
The Board of Trustees have fitted up a separate building on the grounds for the purpose of preparing skeletons. This building has already been named the "Bone House." It is furnished with water by the Holly system, and contains a sink, a counter for work, a caldron for boiling, and a box for bleaching bones.

The young men of the school have already prepared some excellent specimens for the Museum.

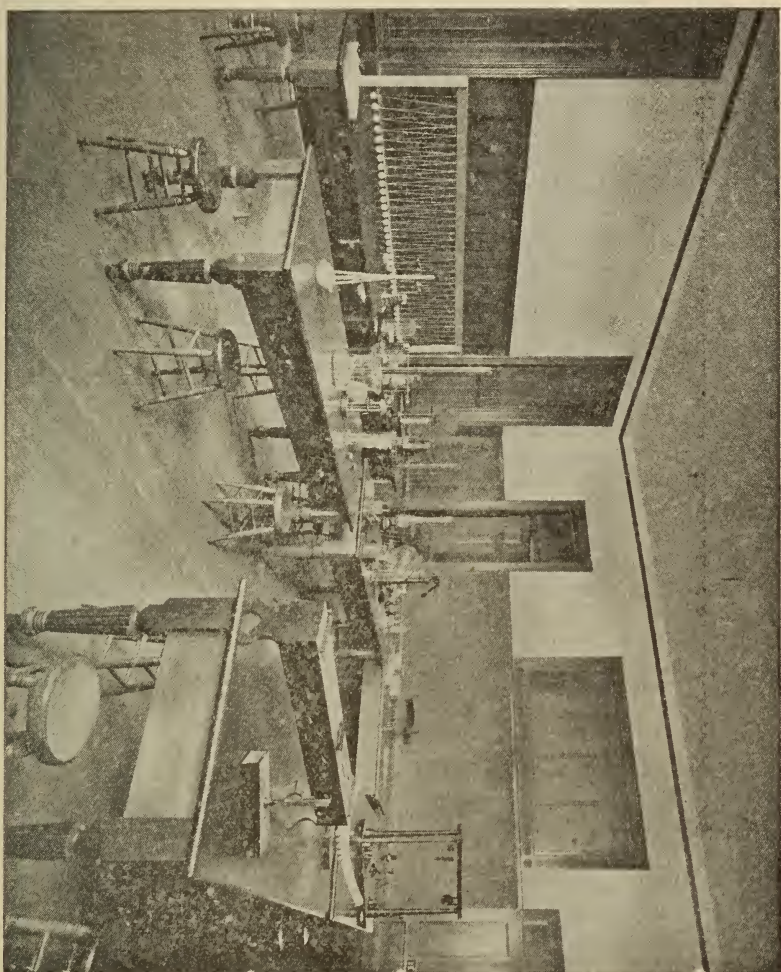
Workshop.

A room in the main building is now used for this purpose, but it will soon be needed for class use.

A building should be erected large enough for the following purposes: To give ample room for tables to be used for the botany presses, and for dissections in physiology and zoölogy. It should serve also for students' use in improvising apparatus, and for mounting specimens in zoölogy.



CHEMICAL LABORATORY.



PHYSICAL LABORATORY.

MISCELLANEOUS.

History and Constitution of the United States.

Work in these allied subjects is conducted on the "Library Plan." The brief time given allows us to devote little attention to minor events. An exhaustive study is made of important political measures and epochs. Much use is made of the historical library by the students in gaining information on the topics assigned them. Written work is required nearly every day, and at least once each week papers are handed to the teacher on such subjects as the following: "Maritime Enterprise in the Fifteenth Century;" "The Origin and Enforcement of England's Claims to North America;" "France in the New World;" "Effects of European Politics on American History;" "The Development of Civil Freedom in the Colonies;" "Habits and Customs of the People during the Colonial Period;" "The United States under the Articles of Confederation, and the Defects of that Government;" "The Formation of the National Constitution;" "Compromises of the Constitution, and their Effect on the History of the Country;" "The Tariff Question in American Politics;" "Tendency of the Government towards Centralization;" "The Doctrine of State Sovereignty;" "The Growth of National Territory;" "The Invention of the Cotton Gin, and its Effect on the Government;" "Indirect Causes of the Civil War;" "The Growth of Political Parties;" etc. The Constitution is studied immediately after the Revolutionary Period is finished, because students must have a knowledge of the workings of the Government before they are able to understand many of the great political questions that have arisen during the National Period. The aim of the work is to give students a knowledge of cause and effect, and to develop love for historical reading, thus leading them to continue their work in this line after they have finished their course in the Normal School.

Geography.

In presenting this subject the aim is to divest it of "its myriads of worthless details," and give instead a comprehensive idea of the subject, based upon a clear apprehension of the true relation of its parts to one another and to the whole.

The students are directed to seek in the familiar natural forms around them types in the great features of continental relief and drainage; in studying the life of the globe, they also give attention to the forces of nature and the laws which govern and control these phenomena.

Political geography is shown in its true relation to physical, viz.: that of effect to cause, and that both become factors in intellectual development and in the attainment of an enlightened appreciation of mankind.

Throughout the work the student is made familiar with the use and purpose of the latest and most approved devices used as aids in the teaching of the subject, and care is taken to acquaint him with the most valuable of the many sources of geographical literature.

The entire course is designed to give him individuality and independence as a teacher.

Drawing.

Two courses are made prominent in this work. In one, the student is taught the ready use of the pencil and the crayon as an aid to all teaching. The power to sketch simple forms and objects rapidly is invaluable in all primary teaching, and, therefore, much time is devoted to this work. Drawing is also made use of as a means of expression in all of the science work. In physiology, in botany, in zoölogy, and in physics, the students are expected to illustrate their written work by appropriate drawings, thus showing a more complete knowledge of the subjects than would be possible without this aid.

A regular course of form study and drawing is also taught. The Prang system is made the basis of the work. This course is designed to prepare students to teach drawing in the public schools. To prove of educational value, drawing should be systematically taught. It should be a means of mental development.

The course embraces three divisions: *Construction*, or the facts of form; *Representation*, or the appearance of form; *Decoration*, or ornamentation by means of form.

The object is to train the eye and the hand, to give expression to the thought and to cultivate the observing powers.

The form study consists of a critical analysis of all typical forms. These are modeled in clay or reproduced on paper. Much attention is given to working drawings, thus making the study practical. Mechanical drawing has its place in the course, while designing and a study of the forms of national art complete the regular work in industrial drawing. This is followed by a course of ten weeks in perspective drawing.

Vocal Music.

Vocal music should have a place as a branch for regular study in all our schools. Students who finish the Normal course will be prepared to teach this subject in the public schools. A well-graded course is pursued, and the power to read music at sight is developed step by step. Each class has two lessons a week in sight reading and voice culture, while chorus work by the whole school is conducted once a week.

Physical Training.

Regular and systematic training in calisthenics and light gymnastics is given to all the students twice each week. During the coming year apparatus, consisting of dumb-bells, wands, and rings, will be purchased for use by the students, who shall have competent instruction in the use of the same. That the training already given has been very helpful is shown by the improved health and general carriage of the students. Besides the personal advantage acquired, the graduates will be prepared to teach this important branch of education in the district schools.

The Trustees of the several Normal Schools of the State, at their last joint meeting, decided to ask the next Legislature to appropriate money with which to erect a gymnasium, to be used in connection with this school. We sincerely hope that this will be done, as regular training under a master of physical exercise is greatly needed by our students.

PROFESSIONAL WORK.

There are, or should be, the following lines of professional work in every Normal School: The study of psychology and methods, school law and school government, practice teaching in a well-organized training school, and the study of the history of education.

At one time it was thought necessary to give to Normal students, in addition to their academic training, only methods for presenting the different subjects taught in the public schools. This led to blind copying, with no element of reason in it. Many of the graduates of the schools that gave only methods in the professional department were mere machine teachers, with no powers of originality. With no Normal outlines before them, they drifted hopelessly without chart or compass. An object lesson was given generally, in exact accordance with the instructions received in the school, without any understanding of its purpose, or the excellencies of the plan. No attention was paid by many of the Normal graduates to the individuality and varying capacities of pupils, but development lessons were given again and again in exactly the same way. The teacher did not know whether the words of her pupils represented ideas or not.

Happily that time is past, and for some years our Normal Schools have been broadening, intensifying, and systematizing their professional work. A foundation for methods of teaching is now laid in a knowledge of mind development, which is acquired not merely by studying what the mind does and how it does it, but in observing the natural order of development of the mental faculties. Cognizance is taken not only of this last phase of psychological knowledge, but attention is given to methods of teaching different subjects with the special purpose in view of their adaptability to strengthen each faculty as it is awakened.

Not perception alone, but how shall the child be led to perceive the most; not imagination *per se*, but how can the teacher direct the imagination of the child so as to assist him to understand clearly the various subjects that are studied; not merely what the elements of memory are, but the kind of teaching that will strengthen and aid that faculty; not simply what a judgment is, but how to lead the pupil to form correct judgments, are vital questions for the Normal student now. In short, he should know what there is in each of the subjects taught in the public schools, that will strengthen and develop the mental activities of the child, and how to teach number, language, geography, etc., so as to obtain this desired result. From a knowledge of psychology, principles that underlie all teaching should be formulated, thus giving to method a richer content than is conveyed by a blind adherence to set formulæ, or the erratic chasing after the whims of individual minds. Methods thus built up will have a foundation that is based on a knowledge of mental development. Teachers who have a clear insight into

the psychological reasons for methods, will be able to plan the work in each subject according to the capabilities of each class, thus obtaining the best results possible under the circumstances, and they will finally be able to test their own work by observing the mental growth of their pupils as different methods of study and recitation are pursued.

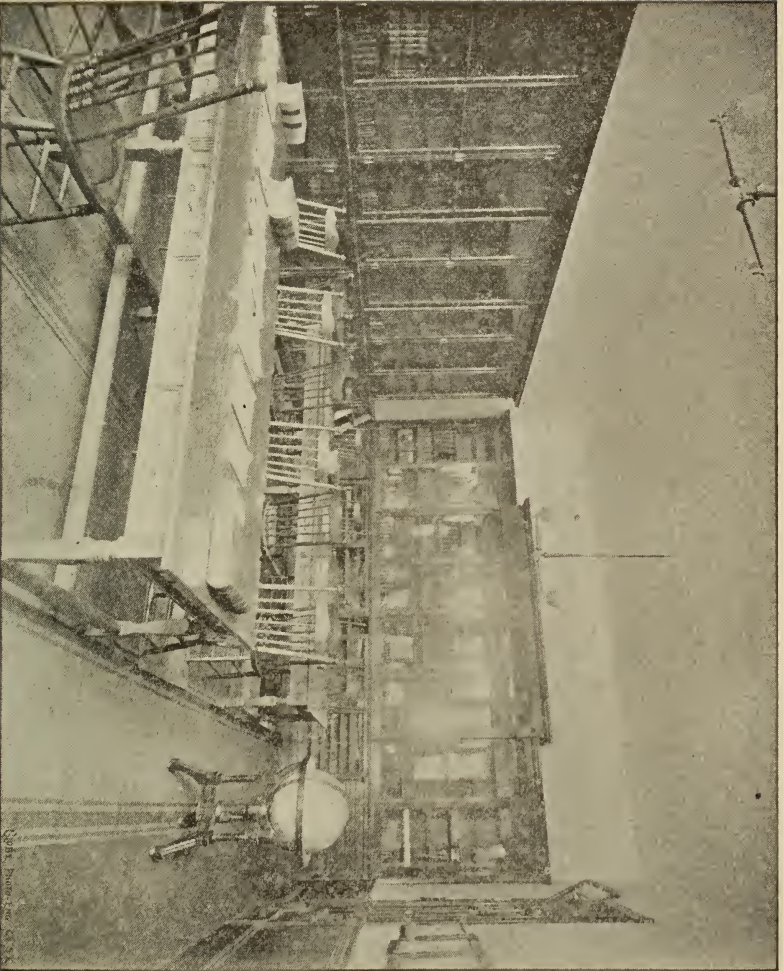
Normal students should be tested as to their real knowledge of the work indicated above, by the discussion in the class-room of the important principles of education, and in special method classes conducted by the Principal or the critic teachers. They should be given not only instruction in the application of principles to special work, and in different methods of teaching the same subject with the peculiar excellencies of each method, but they should, themselves, be required to show by outlines of work that they have a correct knowledge of the principles that underlie effective teaching. With this foundation, the students should go into the training school, and, under the supervision of competent critics, prove that they not only know good methods and the reasons therefor, but that they have the power and skill to put those methods effectively into practice. With knowledge and no capacity or aptitude for applying it, Normal graduates often make miserable failures.

The study of the history of education is necessary to give the teacher that breadth of thought and wealth of information in regard to his peculiar work that should characterize the attainments of every professional man. The educator should know something of the peculiarities and especial excellencies of the educational systems of the leading nations of the world—ancient, mediæval, and modern—especially of such as have influenced the education of our own country and time. He should have a knowledge of the great educational reforms and reformers, of the causes leading to reform, and the results flowing therefrom. The names of Socrates, Comenius, Pestalozzi, and Horace Mann, and the peculiar and remarkable influence which the work and teachings of each have had on the cause and character of education, should be as familiar to the real teacher as are the names, the lives, and the influence of Washington and Lincoln to the lovers of American liberty.

Before leaving the school for active work, the student should be made familiar with the school law of the State, and with the clerical work that will appertain to his position as a teacher, viz.: the proper use of school registers, and the making of reports to Superintendents and other school officers.

School management should be discussed at some length, thus giving to the young teacher some aid towards doing successful work from the beginning. Classification, incentives to study, the health of pupils, school government, the decoration and improvement of school buildings and school grounds, etc., should be so handled by the teacher of pedagogics as to give to the student the benefit of the experience of the best educators, and, by teaching him to avoid mistakes and pit-falls, start him properly on the road to future success.

The above plan is, in substance, the one that is pursued in this school. Details vary somewhat with each class. We can never fully reach the ideal, but we hope each year to advance a little more toward it.



GLIMPSE OF LIBRARY AND READING ROOM.

AIDS TO WORK.

APPARATUS.

Much valuable apparatus has been purchased during the past year. The Chemical Laboratory is now fully equipped with all that is necessary for the individual use of students, and further enlargement will be in the procuring of special pieces for the use of the teacher. A Physical Laboratory may be enlarged to almost any extent, so wide is the field of experimentation in this broad science. We have therefore purchased only what seemed to be most necessary for the illustration of important principles. Careful purchases are made from time to time, and the wise selection already made will become more and more valuable as time progresses. A fine stereopticon has been purchased. It is proposed to use this valuable piece of apparatus for the purpose of illustrating subjects in the sciences, in history, in geography, and in literature.

LIBRARY.

Over \$1,100 have been expended for books during the past year, thus making valuable additions to the number already on the shelves. There are now nearly one thousand volumes in the library, and \$1,000 will be expended during the coming year in purchasing more. The most voluminous reference books, and the works in general literature, history, and science, are kept in the library-room. Books that are of especial value in the different departments are kept in the class-rooms in charge of the teachers. The policy governing the purchase of additions to the library in the future will be to procure several copies of books that are most in use, thus allowing more than one student at a time to obtain essential and required information on different subjects.

The following papers and periodicals are found on the library table, and all students have such use of them as their time will permit: The Century, Harper's Monthly Magazine, Scribner's Magazine, The Forum, The North American Review, The Arena, The Popular Science Monthly, New York School Journal, New England Journal of Education, The Chautauquan, The Public School Journal of Illinois, The Overland, The Pacific School Journal, The Popular Educator, The American Microscopical Journal, and the Chico daily papers.

We invite, also, the publishers of local papers in the northern part of the State to send their issues to the school. These will all be of interest to students who are attending the school from different localities.

THE MUSEUM.

At the beginning of the present year all of the fourth floor of the building was finished and furnished for a museum. The room contains 7,200

square feet of floor surface, and is unique in arrangement and admirably adapted to the purpose for which it was intended. It has many angles and alcoves, and is well lighted by six triple windows and eight skylights. There are now in place one herbarium, one case for skeletons, one for birds, two for marine specimens, four for mammals, and four for minerals. These are already partially filled, as shown by the list of specimens on the last pages of the catalogue.

The object of this department is not merely to furnish amusement to students and visitors. We hope to make it a valuable educational factor in the successful work of the school. One of the alcoves has been suitably inclosed and furnished as a work-room in which to mount and label specimens.

The desire is to place in this school one of the most valuable scientific collections on the coast, and it is believed that the interest and earnestness of the students in science work will soon show that the Museum is one in fact as well as in name. In time it should contain specimens of all the flora, fauna, and geology of this and our sister States.

If friends of the school will send us specimens of insects, birds, pressed flowers and grasses, woods, minerals, and fossils, they will aid the cause of education. There is no better place in Northern California in which to display their gifts. Anything directed to Prof. M. L. Seymour, Curator of the Museum, State Normal School, Chico, Cal., will be carried free of expense by the Wells-Fargo Express Company, if the package does not weigh more than twenty pounds. The school will pay for boxing and any other reasonable expense in securing and shipping the specimens. The name of the donor, together with the locality from whence each specimen came, will be placed on the label, and at the close of each year the names of all such friends, with their gifts, will be printed in the annual catalogue.

LITERARY SOCIETIES.

There are two flourishing literary societies, the Alpha and the Adelpian, connected with the school. Both of the societies are conducted entirely by the students, and meet bi-weekly in rooms in the Normal building. Their object is to cultivate literary taste, to debate various questions of importance, and to give the members confidence to take active part in public meetings. They are valuable additions to the Normal School course, and those who take part in them reap much benefit, as shown by their class-room work.

These societies have in contemplation a

LECTURE COURSE

for the coming year that will surpass anything of the kind that has been undertaken in Normal Hall heretofore.

During the past year, George Kennan, Max O'Rell, Professor Barnard of Lick Observatory, Will Carleton, and other prominent platform speakers lectured here before large audiences. A definite plan will be pursued in the future, and as no money is to be made from this course, students will be able to hear noted men at slight expense.

In addition to special lectures by those not connected with the school, different members of the Faculty will give lectures on scientific, historical, and literary subjects. These lectures will be illustrated by the stereopticon, and will be free to students. A small fee will be charged to those not connected with the school, and the proceeds will be devoted to the purchase of slides to be used in other lectures.

CHRISTIAN ASSOCIATIONS.

Active branches of both the Young Women's Association and of the Young Men's Association have been organized by the students, and meet once each week in rooms assigned to them in the building.

PROGRAM OF DAILY EXERCISES.

A. M.

- 8:45 to 9:00—Morning Exercises.
- 9:00 to 9:15—Spelling and Word Analysis for all Classes.
- 9:15 to 10:00—Recitation.
- 10:00 to 10:05—Rest and Change of Classes.
- 10:05 to 10:50—Recitation.
- 10:50 to 10:55—Rest and Change of Classes.
- 10:55 to 11:40—Recitation.
- 11:40 to 11:45—Rest and Change of Classes.
- 11:45 to 12:15—Music or Calisthenics.
- 12:15 to 1:25—Noon intermission.

P. M.

- 1:25 to 2:10—Recitation.
- 2:10 to 2:15—Rest and Change of Classes.
- 2:15 to 3:00—Recitation.
- 3:00 to 3:30—Music for some Section.

No class is required to have more than four regular recitations each day, thus allowing one period in five for study and work in the library.

ADVICE TO THOSE ABOUT TO ENTER THE SCHOOL.

1. Obtain a letter from your County Superintendent, if possible, nominating you for the position. This will be all the recommendation required.

2. Bring with you, as useful for reference, all the text-books you have.

3. All who become students in a Normal School should do so with the sole purpose of preparing for the profession of teaching. They should also feel a willingness to comply with the requirements of the school, and a determination to excel in scholarship and professional skill. In the absence of any one of these conditions, they should seek an education elsewhere.

4. Many letters are received asking if the school will prepare the writers, in a certain length of time, to pass examination for teachers' certificates. Applicants should not expect to enter with that object in view, as no such claim is made, the purpose of a Normal School differing entirely from that of an examination committee.

Teachers, however, who have a vacation of a few weeks or months, will be welcome to enter any of the classes and observe the work. They can have the use of the library and laboratories. This will be without enrollment or responsibility on their part. The Faculty ask only that they come for the purpose of study, and with the desire to benefit themselves as teachers. If they are enrolled, and require the attention of teachers, they will be expected to pursue our regular course of study, unless excused from a certain subject, after attaining a standing of eighty per cent on a rigid examination in the same. No one will be allowed to graduate who does not make the required standing in each study of the course, either by work in the class-room or by examination, as indicated above.

5. It is important for new students to be present on the *first day* of the term, as the regular recitations begin on the second day. Every day of delay increases the difficulty of the beginner's work.

RULES AND REGULATIONS.

A Normal School should have few, if any, regulations in regard to deportment. It is supposed that all entering the school to fit themselves for the noble calling of teaching will not require much control. If they do, it is evident that they are not here with the right spirit, and that this is no place for them. The following copy of regulations is placed in the hands of every student on entering. It is signed by both student and parent. The authorities rightly consider themselves responsible for the work of the students in the Normal Schools. The Trustees and teachers are, as it were, officers of the State, and the students government cadets, prepared in State schools for the service of the State. Students are here



MAIN PART OF MUSEUM.

not merely to *educate* themselves. They are here to improve every advantage that will help in the formation of such character as should distinguish the teachers of the State. Such students should expect to conform conscientiously to the necessary rules, and not compel those in authority to maintain a rigid course of discipline. Teachers should be self-disciplined. If at any time there seems to be a persistent purpose on the part of any student to violate the regulations passed for the well-being of the school, it will be evidence that he can never make a well-balanced, earnest teacher.

Each student on entering the school is given a copy of the following regulations, which he and one of his parents, or his guardian, must sign:

"Regulations.

"To the Student:

"Having passed the required examination or been duly promoted, and deposited the required entrance fee, you are now regularly admitted as a student in the State Normal School.

"In this relation there are great privileges and advantages, also new and important responsibilities.

"By these opportunities in study and training you are to prepare to teach others. The power is in yourself that shall crown your efforts with success.

"When you cannot willingly and cheerfully comply with the regulations that are for the greatest good of all, your relation to the school is changed, and should be severed.

"In a measure, we are responsible to the State for the acquirements and character of each graduate, and shall exercise the greatest possible care in both. At the same time we have the right to expect the most hearty coöperation on the part of those who become members of the school.

"Boarders and Boarding.

"All students in any department of the school who do not room or board with their parents or guardians shall be considered as boarders, and shall be subject to the following rules:

"1. Before securing boarding places, students must consult with the Principal or Preceptress, and they will be permitted to board only in families approved by the Faculty. Before changes can be made, permission must be obtained from the Principal.

"2. Ladies and gentlemen shall not be permitted to board in the same house.

"3. Brothers and sisters can board together, provided there are no other boarders in the same house.

"Study Hours.

"Study hours are defined to be from 7 to 9:30 P. M. on all week days except Friday. To succeed, most students will require more than that time. This may be taken in the morning or afternoon, but should not encroach on the time necessary for exercise in the open air.

"Students shall not be absent from their boarding places during or after study hours without permission. If compelled to be absent by unforeseen circumstances, such absence must be reported to the Principal or Preceptress at the earliest opportunity.

"Students will be given permission to attend suitable entertainments when doing well in their studies, but school and its requirements must always be first.

"Calling.

"Boarding students, or those rooming in families, may receive calls from 7 to 9 P. M. on Fridays. Receiving calls at any other time must be by permission.

"General Regulations.

"Students are required to be punctual in attendance, to obey implicitly all regulations, to be diligent in study, and faithful in all their duties.

"Absence and Tardiness.

"Sickness is almost the only excuse for absence or tardiness, and only the Principal or Preceptress can excuse for these irregularities. All students are required to present semi-monthly reports of conduct.

"I have carefully read the foregoing regulations of the State Normal School, and hereby enroll myself as a student in the institution, and promise, to the best of my ability, to conform thereto in all respects.

"Signed....."of.....County.

"....., 18....

"For myself, as.....of the pupil whose name is signed above, I also accept on my part the conditions specified, and upon my part agree to withdraw.....from the school upon receiving notice from the Principal that the Faculty request it to be done.

"Signed....."

GENERAL SUGGESTIONS.

Prospective students should examine the course of study carefully, and decide how much of the work they thoroughly understand, keeping in mind the difference between a general, indefinite knowledge of a subject and the thorough, definite, exhaustive knowledge that a teacher should have.

Only those who have good bodily health, and at least average mental powers, can hope to do the work required.

Students should not anticipate entering advanced classes with the idea that they can *make up* studies. This is impossible, as the work of each year is all that can be done at the time.

Students arriving in Chico by late trains should go to one of the hotels and spend the night. They will find the Preceptress at the Normal School the next day. She will assign them to boarding places.

Students compelled to leave the school before the close of a term *must report to the Principal* and be formally dismissed. Failure to do this suspends the student, and he will not be allowed to attend the school at any future time.

TO VISITORS.

A cordial invitation is extended to all who are interested in education to visit the school at any time. School Trustees, teachers, and Superintendents are particularly urged to make themselves acquainted with the character of the work. As the object of the Normal is to improve the public schools of the State, we wish to be in perfect harmony with every department of the educational system of the commonwealth. The Principal and the Faculty will always be ready to aid the public schools in any way.

Every possible courtesy will be extended to visitors, and if there is any seeming lack of attention at any time its true cause will be because all in the school are busy workers.

TO COUNTY SUPERINTENDENTS AND SCHOOL TRUSTEES.

If you will notify the Principal of the Normal School of vacancies to be filled in the schools under your charge, he will know generally of graduates who can take such positions. Care will be taken to send only those who will do good work, if particulars in regard to the schools are specified.

The Faculty of the Normal School, however, waive all responsibility for those teachers who have attended the school for a short time, but who have not finished the course. Many of these are worthy of your confidence, as they are struggling to earn means with which to complete their work. They are ambitious, and, having improved their opportunities while here, will do much better work than they could have done had they not attended the school. On the other hand, there are many who fail to reach the required standard. They have had little or no professional work, and are, therefore, not Normal teachers in any sense of the term. The standing and estimated ability of undergraduates may always be ascertained by writing to the Principal, or from letters that will be given them when they leave for good and sufficient reasons.

You will also advance the cause of education if you will commend the school to deserving young men and women who wish to prepare themselves for teaching. The Normal School is a part of the public school system of the State. The only object the State has in supporting the institution is to benefit the Primary and the Grammar Schools. It is hoped that all in the northern part of the State will take a lively interest in the continued success of the school. As the area interested is large, it is impossible for the Principal and Faculty to become intimately acquainted with all localities. They feel, however, that they wish to serve all, and, therefore, have a warm feeling for all. "Hold up their hands," and thus aid in making this Normal School second to none.

LAWS RELATING TO STATE NORMAL SCHOOLS.

As amended, to take effect July 1, 1887.

354. The Normal Schools at San José and at Los Angeles, and any Normal School established after the first day of January, eighteen hundred and eighty-seven, by the State, shall be known as State Normal Schools, and shall each have a Board of Trustees, constituted as follows: The Governor and State Superintendent of Public Instruction shall be members of each Board, and there shall be five members, whose term of office shall be five years, who shall be appointed by the Governor; *provided*, that the Trustees of the State Normal School in office June thirtieth, eighteen hundred and eighty-seven, shall hold office until the end of the term for which they were appointed; *provided*, that no appointment made after the approval of this Act shall be for a term of more than five years, and the Trustees in office when this Act takes effect shall become members of the Board of Trustees of the Normal School located nearest to their residences, and the members of any Board of Trustees, when first appointed and organized, shall classify themselves so that the term of one Trustee shall expire annually.

1487. The State Normal Schools have for their objects the education of teachers for the public schools of this State.

1488. The State Normal Schools shall be under the management and control of Boards of Trustees, constituted as provided in section three hundred and fifty-four of the Political Code of the State of California.

1489. The powers and duties of each Board of Trustees are as follows:
First—To elect a Secretary, who shall receive such salary, not to exceed one hundred and fifty dollars per annum, as may be allowed by the Board.

Second—To prescribe rules for their own government, and for the government of the school.

Third—To prescribe rules for the reports of officers and teachers of the school, and for visiting other schools and institutes.

Fourth—To provide for the purchase of school apparatus, furniture, stationery, and text-books for the use of the pupils.

Fifth—To establish and maintain training or model schools, and require the pupils of the Normal School to teach and instruct classes therein.

Sixth—To elect a Principal and other necessary teachers, fix their salaries, and prescribe their duties.

Seventh—To issue diplomas of graduation upon the recommendation of the Faculty of the school.

Eighth—To control and expend all moneys appropriated for the support and maintenance of the school, and all money received from tuition or from donations. In no event shall any moneys appropriated for the

support of the school, or received from tuition or donations, be paid or used for compensation or traveling expenses of the Trustees of the school, except when attending the joint meetings provided for by section one thousand four hundred and ninety-two of the Political Code of the State of California, and each Trustee attending such meetings shall receive the same mileage as is allowed by law to members of the Legislature, for not more than two meetings in each school year.

Ninth—To cause a record of all their proceedings to be kept, which shall be open to public inspection at the school.

Tenth—To keep, open to public inspection, an account of receipts and expenditures.

Eleventh—To annually report to the Governor a statement of all their transactions, and of all matters pertaining to the school.

Twelfth—To transmit with such report a copy of the principal teacher's annual report.

Thirteenth—To revoke any diploma by them granted, on receiving satisfactory evidence that the holder thereof is addicted to drunkenness, is guilty of gross immorality, or is reputedly dishonest in his dealings; *provided*, that such person shall have at least thirty days' previous notice of such contemplated action, and shall, if he asks it, be heard in his own defense.

1490. Each Board of Trustees must hold two regular meetings in each year, and may hold special meetings at the call of the Secretary, when directed by the Chairman.

1491. The time and place of regular meetings must be fixed by the by-laws of the Board. The Secretary must give written notice of the time and place of special meetings to each member of the Board.

1492. Joint meetings of the Boards of Trustees of the State Normal Schools shall be held at least once in each school year, alternately, at the different State Normal Schools. The first meeting shall be held at San José, and thereafter at the other Normal Schools in the order of their organization. At such meetings the Trustees shall have the power, and it shall be their duty:

First—To prescribe a uniform series of text-books for use in the State Normal Schools. The State series of text-books shall be used, when published, in the grades and classes for which they are adapted.

Second—To prescribe a uniform course of study, and time and standard for graduation from the State Normal Schools.

1494. Every person admitted as a pupil to the Normal School course must be:

First—Of good moral character.

Second—Of sixteen years of age.

Third—Of that class of persons who, if of proper age, would be admitted in the public schools of this State without restriction.

1495. Teachers holding State certificates of the first or second grades may be admitted from the State at large.

1496. Persons resident of another State may be admitted upon letters of recommendation from the Governor or Superintendent of Schools thereof.

1497. Every person making application for admission as a pupil to the Normal School must, at the time of making such application, file with the Principal of the school a declaration that he enters the school to fit himself for teaching, and that it is his intention to engage in teaching in the public schools of this State, or in the State or Territory where the applicant resides.

1501. The Principal of each State Normal School must make a detailed annual report to the Board of Trustees, with a catalogue of the pupils, and such other particulars as the Board may require or he may think useful.

1502. He must also attend County Institutes, and lecture before them on subjects relating to public schools and the profession of teaching.

1503. The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the full course of study and training prescribed, a diploma of graduation. To each pupil receiving this diploma, and thereafter teaching successfully in the public schools of this State for three years, and to each pupil who worthily completes the Post Graduate course, the State Board of Education shall grant an educational diploma.

1504. The Boards of Trustees, or such Trustees as attend the joint meetings, shall have power to appoint a Secretary, who shall receive such compensation, not to exceed twenty dollars for each joint meeting, as the Trustees present at the meeting may order paid. The Secretary shall keep a full record of all the proceedings of the joint meetings of the Trustees, and shall notify the Secretary of each Board of Trustees of any changes made in the course of study or the text-books to be adopted in the State Normal Schools.

1505. The Superintendent of Public Instruction must visit each school from time to time, inquire into its condition and management, enforce the rules and regulations made by the Board, require such reports as he deems proper from the teachers of the school, and exercise a general supervision over the same.

1507. Each order upon the Controller of State by the Board of Trustees of a State Normal School must be signed by the President of the Board, and countersigned by the Secretary. Upon presentation of the order aforesaid, signed and countersigned as aforesaid, the Controller of State must draw his warrant upon the State Treasurer in favor of the Board of Trustees for any moneys, or any part thereof, appropriated and set apart for the support of the Normal School, and the Treasurer must pay such warrants on presentation.

BY-LAWS OF THE BOARD OF TRUSTEES OF THE STATE NORMAL SCHOOL AT CHICO.

I. The officers of the Board shall be a President, a Secretary, and a Treasurer. The President shall be elected each year at the annual meeting, and he shall also be Chairman of the Executive Committee. The Principal of the school shall be the Secretary of the Board. His salary as such shall be \$150 per annum.

II. There shall be two members of the Executive Committee, elected at each annual meeting, to serve in that capacity in connection with the President of the Board, for one year.

III. The annual meeting of the Board shall be held in the office of the Normal School on the first Tuesday in June of each year. Special meetings may be called at any time by the Secretary if so instructed by the President.

IV. It shall be the duty of the President to preside at all meetings of the Board and of the Executive Committee, to call special meetings of the Board, to sign all warrants, to appoint special committees for special purposes, and to perform such other duties as the law relating to State Normal Schools imposes upon him.

V. It shall be the duty of the Secretary to record the proceedings of the Board and of the Executive Committee in a book provided for that purpose; to keep a record of the disbursements made for the school, and to prepare a report of the same at the close of each year; to attend to the correspondence of the school, and to perform such other duties as the President may direct.

VI. It shall be the duty of the Treasurer to keep an account of all funds deposited with him, and to make a report of disbursements of the same to the Board from time to time.

VII. The Order of Business at each meeting of the Board shall be as follows:

1. Reading of the Minutes of the previous meeting.
2. Report of the Executive Committee.
3. Reports of Special Committees.
4. Unfinished Business.
5. New Business.
6. Appointment of Committees.
7. Adjournment.

VIII. Four members of the Board shall constitute a quorum for the transaction of business.

IX. All resolutions shall be submitted in writing.

X. When money is ordered disbursed from all funds except those under the General Appropriation bill, the vote shall be recorded. The ayes and noes shall also be recorded on all questions at the request of one member of the Board.

XI. It shall be the duty of the Executive Committee to audit all bills, and to appoint extra teachers, if necessary, to remain in service till the next annual meeting of the Board.

ENTRANCE EXAMINATION QUESTIONS.

For admission to the first term of the Junior year, applicants are examined in reading, spelling, grammar, arithmetic, geography, diacritical marking, and penmanship. The character of the questions is indicated below:

SPELLING.

Write from dictation :

Will you give bail for that bale of goods?

The brightness of the sun during the summer days will daze you.

A knight of the olden time did not fear the night.

At sight you will cite him to appear on the site intended for the capitol building in the capital of the State.

The wood-nymphs, decked with daisies trim, gamboled on the lawn.

The clashing of the cymbals will be a signal for the missile to be thrown.

If you place that collar around his neck, you will arouse his choler.

Every muscle of the serf was strained as he was borne through the surf.

Spell the following :

acid,	pommel,	abscond,	sulphur,
message,	anchor,	chiseled,	challenge,
nuisance,	junction,	gossiping,	saccharine,
crystal,	scabbard,	preferable,	remittance,
poultice,	battalion,	counseling,	mechanism,
headache,	caldron,	capsizing,	intemperance.
memoir,	attorney,	financier,	

Write five words containing prefixes, and give the meaning of the latter.

Write five words containing suffixes, and give the meaning of the latter.

Write five derivative words; name the roots from which these are derived, or give the stem of each of the words.

GRAMMAR.

1. Distinguish between the principal and the subordinate elements of a sentence.

2. Define predicate. Write a sentence whose predicate consists of an attribute and copula, and explain the special offices of these elements.

3. Name and illustrate by simple sentences the different offices performed by the infinitive phrase.

4. Write a compound sentence, each member of which shall be complex.

5. Illustrate the following classes of adverbial clauses: time, place, degree, manner, purpose.

6. Write a brief analysis of the following sentence (or diagram it): "All men who know not where to look for truth save in the narrow well of self, will find their own image at the bottom and mistake it for what they are seeking."

7. Supply the omissions in the following: (a) Good morning, ladies. (b) Your health, sir. (c) Up, Guards! and at them! (d) I will not fight against thee unless compelled. (e) Sure of that? Very sure?

8. Define and exemplify the various modifications of the verb; of the pronoun.

9. Justify or correct (giving reasons) the forms and uses of words in the following sentences: Let you and I go for a pail of water. There is no use in me trying the examination. If I was him, I would not go there again. If any one wants it, let them say so. They don't succeed any better than us. These two children seem to be very fond of one another. He must have come after we had went home. Distinguish between (a) My sister's photograph and a photograph of my sister. (b) I found the way easy (easily). (c) You will (shall) know the result to-morrow.

10. Write a composition of about one hundred words on some subject selected from the study of Evangeline.

ARITHMETIC.

1. (a) What part of 42 is $\frac{3}{4}$? (b) What part of $5\frac{3}{4}$ is $\frac{3}{8}$?

2. (a) $\frac{5}{8}$ is $\frac{5}{8}$ of what number? (b) $4\frac{1}{2}$ is $\frac{1}{10}$ of what number?

3. (a) At $16\frac{2}{3}$ ¢, how many books can be bought for \$9? (b) For \$3 25 how many quarts of milk can be bought at $6\frac{1}{4}$ ¢?

4. (a) The sum of two numbers is $2\frac{7}{8}$. One of the numbers is $1\frac{2}{3}$, what is the other? (b) In an orchard $\frac{1}{6}$ of the trees are apple trees, $\frac{1}{12}$ pear, $\frac{1}{8}$ plum, $\frac{1}{4}$ peach, and 22 are cherry trees. How many in all?

5. (a) $423.4567382 - 413.05 = ?$ (b) $14.3 - 2.348 + 4.56 + 17.01 + 384.9000 = ?$

6. (a) What is the area of a lot which is 9.34 yd. wide and 48.5 yd. deep? (b) 56.325 cwt. of certain goods cost \$49.45335, what is the cost of 1 cwt.?

7. (a) Which is the heavier, 1 oz. troy or 1 oz. avoirdupois? (b) Which is the larger, 1 qt. liquid measure or 1 qt. dry measure?

8. (a) How many board feet in 29 joists, each 28 feet long, 16 inches wide, and 3 inches thick? (b) How many gallons of water will a cistern hold that is 9 ft. square and 10 ft. deep?

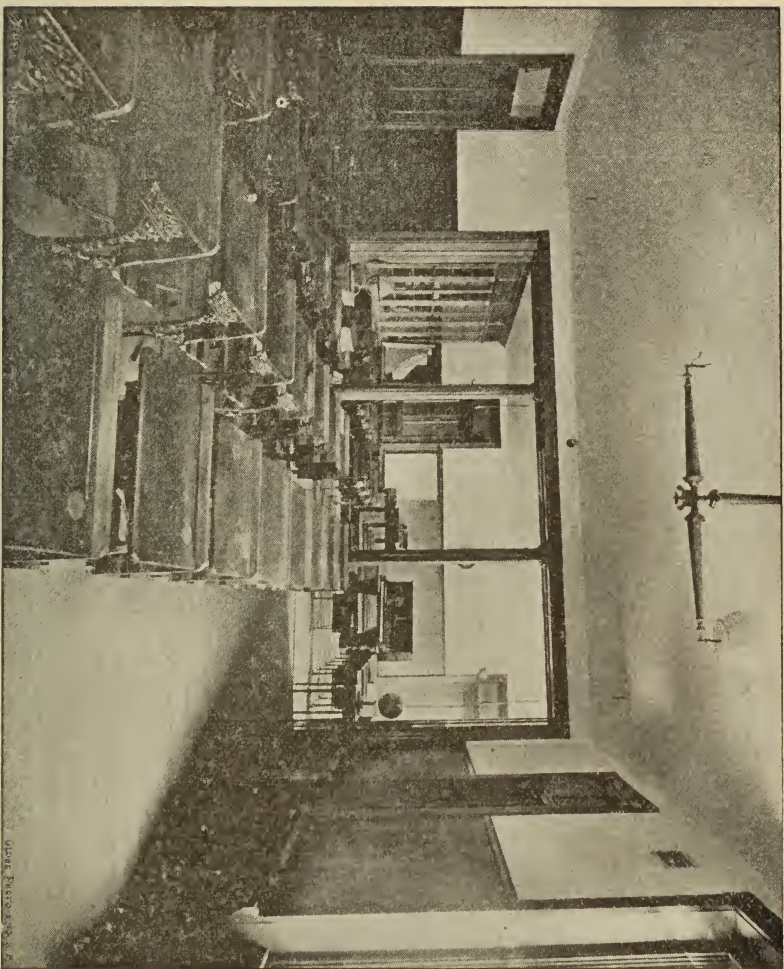
9. (a) A retail dealer sold 50 pairs of boots for \$300. They cost him \$5 per pair; what rate per cent did he gain? (b) John Wells & Co. sell \$150 worth of eggs for W. Smith, charging him $2\frac{1}{2}$ per cent commission. They invest the proceeds in groceries, and charge 2 per cent for buying; how much do they invest?

10. (a) Find the interest of \$9,280 for 1 yr. 7 mo. 7 days, at 6 per cent. (b) The principal is \$500; the rate, 8 per cent; the interest, \$75; what is the time?

GEOGRAPHY.

1. Explain the following terms: Equator, prime meridian, latitude, longitude, zone, rotation, revolution, solstice, vertical rays, orbit.
2. What is a river system? Name five of the river systems of the world, giving the names of two rivers in each.
3. What is a watershed? Compare those of North America with those of Europe as to length and direction.
4. What is a plateau? Name and locate three.
5. What is meant by the relief of a country? Its contour? Sea-level? Climate?
6. Name and locate ten cities and ten rivers of Europe; same for the United States. Name and locate five rivers and cities in Asia; same for South America. Name and locate two cities and two rivers of Africa; same for Australia. Do not rename any of the rivers given in answer two.
7. Outline a map of the United States, writing, in their proper places, the names of the characteristic vegetable products of different sections.
8. Name three important imports from each of the following countries, naming any import but once: China, Cuba, Canada, Europe.
9. Draw an outline map of California. Locate on it ten cities, five rivers, all the mountain chains and peaks that you know; mark sections engaged in fruit raising, grain raising, mining, lumbering.
10. State any reasons that you know for the growth of San Francisco and Chicago. Give reasons for the difference of climate of the two cities.





ROOM IN THE MODEL AND TRAINING SCHOOL.

THE MODEL AND TRAINING SCHOOL.

The classes of the Model and Training School are carefully graded. There will continue to be a Primary and a Grammar Department, each in charge of a competent teacher, who will give her personal attention to those who are backward in their work.

Here are exemplified the best methods of teaching all of the subjects pursued in the public schools of the State. The classes are small, and pupils, therefore, progress more rapidly than they do in most schools. Thoroughness characterizes the work of all of the grades.

Those finishing the course satisfactorily will be admitted to the Junior Class of the Normal School without examination.

The accommodations are all that could be desired. There are two assembly rooms and nine large, airy recitation rooms.


There is a carefully selected library, and every appliance is supplied that will add to the efficiency of the work.

Tuition is light, and parents will do well to inform themselves of the advantages of the school before sending their children elsewhere.

Those bringing satisfactory recommendations will be admitted from any part of the State.

Visitors are welcome to inspect the work at all times.

Tuition: First year, free; second, third, fourth, and fifth years, \$2 per quarter; six, seventh, eighth, and ninth years, \$2 50 per quarter.



COURSE OF STUDY FOR THE MODEL AND TRAINING SCHOOL.

This course of study will be modified and elaborated as necessity and experience seem to require. Detailed outlines, giving directions for teaching each subject, will be placed in the hands of students.

TEXT-BOOKS.

The State text-books are used in the study of all subjects treated by them. References to other books are made as indicative of the character of the work done, no attempt to give extended lists being made.

MUSIC—THE NORMAL, MUSIC COURSE.

The excellent books and charts of this course are used as progress and ability of the pupils of the different grades seem to require.

PHYSICAL TRAINING.

This work is done by teachers selected on account of special fitness. It is under the supervision of the Preceptress and Principals of the departments.

FIRST GRADE—FIRST YEAR.

OBSERVATION LESSONS.

The environment of the child is life and its phenomena in nature. Influences from these flow upon him from all sides, and to *all* of them he is *alike* responsive.

That he may understand his own life, as related to and dependent upon these influences, is the chief object of his instruction regarding them.

The *form* of his instruction must be varied to suit the stage of development reached by him at the time it is given.

In its earlier stages observation must busy itself with objects, their simpler parts and easily recognizable phenomena of life. This must be followed immediately by simple generalization, and application of the same in the study of new material of similar character.

In succeeding stages the work must pass through the same phases, and along a line of analyses, each of which is fully comprehended by the pupil. The work as a whole proceeds towards a comprehension and application of the highest scientific principles.

Interest in its highest form must arise from the work. Here success is dependent upon the certainty of "mental conquest" at each successive step, which is again dependent upon thoroughness and the order pursued.

The work is not incidental, but is assigned its place upon the daily program.

Lessons on the Human Body.—Simple conversational lessons on the parts of the living human body: head, limbs, and particularly the hand; their uses and movements as instruments of the soul within; protection of them and care as to neatness, unobtrusiveness, and proper positions. Graceful movement exercises, so conducted as not to develop vanity or self-consciousness.

Familiar Plants.—Flower, leaf, stem, root, bud, fruit, seed. Sketches of these on blackboard and paper.

Animals.—Cat, dog, horse, cow, rabbit, pigeon, sparrow, duck, frog, gopher, butterfly, and other animals that may be daily seen. Sketches of the simpler parts of these animals. The limbs and movements of these animals compared with those of the human being.

Natural Phenomena.—Sky, clouds, rain; sun, moon, stars; ground, water.

Illustrated by these lessons, ideas are developed of: Color—red, orange, yellow, green, blue, violet, gray, brown, white, black. Place—on, above, under; before, behind; left, right; and the like. Size—large, small; great, little; long, short; larger, largest; and the like. Prominent qualities of objects—rough, smooth; sweet, sour; brittle, tough; etc.

LANGUAGE.

The course in literature affords ample opportunity for practice in the use of language, both oral and written.

The outline accompanying it furnishes plans to be used in securing proper arrangement and form, and suggests material to be used in this work. It is not true, however, that language training comes from practice alone. Instruction in language, in common with other instruction, must begin with individual facts, but it must not end there. Practice and knowledge of facts are indispensable, but no more than these is one-sided instruction. The mind must rise from facts to clearly comprehended generalizations, and these must be strengthened by application to new facts. In this way language instruction will end in power over language forms.

The three phases of instruction—observation, generalization, and application—are recognized, and the work begun in the second year.

In all composition work definite plans for securing proper arrangement and form are pursued. These the teachers must know before the work is begun.

Conversational exercises upon familiar topics to gain freedom of expression on the part of the pupil.

The fairy tale introduced. Telling of the tale by the pupil. Continuity of thought, rather than form of expression, to be sought at first. The moral content observed and stated by the pupil. De Garmo's *Fairy Tales*. The method of procedure given in Directions for Teachers.

Descriptive exercises and new composition exercises hereafter mentioned are to be taken largely from work in natural science, and illustrated by drawing. Some from the work in literature is illustrated.

NUMBER.

Notions of number and number relations are abstractions gained from study of quantity and quantity relations.

Exercises based on this principle precede the work in number. These are given at the proper time and are in outline for each year's work.

Numbers as wholes, and facts in each to 12.

Representation in the last half year.

Use units in dry, liquid, and linear measurement, and U. S. money tables in simple examples.

Simple fractional units developed and used.

Examples in all kinds of work illustrated by drawing. Pupils make examples and illustrate.

Much opportunity is afforded for the *incidental* study of number in the various observation lessons the child receives; and at the end of the year he is expected to hold clearly in mind, with no effort, certain groupings, such as the following: A horse has four legs, two on one side and two on the other, or two in front and two behind. A man has ten fingers, five on each hand. A bird has two wings, while a bee has four. A cube has six sides and eight corners. A geranium has five petals.

READING.

Blackboard used in sentence method. Vocabulary of three hundred written forms to be known. Reading in three or more First Readers. Expression secured from the first. Knowledge of written symbols, and expression the prime objects.

Literature: *Cinderella; Jack and the Bean Stalk; Daniel in the Lion's Den; Outlined stories from Grimm; De Garmo's Fairy Tales; Book of Fables; The Prodigal Son; Arachne; Seaside and Wayside No. 1; Each and All; Seven Little Sisters; New Year's Bargain; American History stories.*

SPELLING.

Elementary sounds and their symbols learned and associated. Lessons in articulation, enunciation, and pronunciation of words to be spelled. Word building by combining the elementary sounds with one another and with portions of words.

Recognition of new words by calling attention to their structure as developed in word building. Spelling of the words copied from the blackboard and from slips. Dictation of simple phrases and short sentences.

WRITING.

Two or three simple movement exercises. The forms and names of letters learned. Tracing and copying words and sentences from the blackboard and from slips. Short sentences written from dictation.

Much attention is paid to the position of the hand and body. Special exercises are given to produce easy movement, while the child obtains the forms of letters by making them very large, and drawing rather than writing them. Pen and ink are used from the beginning, and all writing is done under the direct supervision of the teacher.

FORM STUDY AND DRAWING.

Clay Modeling.—Of sphere, cube, cylinder, square, prism, hemisphere, cylinder cut lengthwise, right-angled triangular prism, and of natural and artificial objects based on them. (No special attempt is made to have pupils memorize the names of the geometric forms modeled.)

Drawing.—Form lessons, upon the objects modeled. Off-hand drawing of circle, square, rectangle, and triangle from these solids. Off-hand drawing in clay, on paper, and on blackboard (showing two dimensions only) of simple, natural, and artificial objects having similar shapes. Colored crayon and pastels used. (See *Observation Lessons.*)

Designing: Drawing designs in borders on two or three rows of dots, using straight and curved lines.

Tablet, Stick, and Ring Laying.—To represent faces of the solids studied; to teach direction, location, and orderly arrangement.

Inventive arrangement of tablets, sticks, and rings to assist in designing. Simple objects laid with sticks and rings.

MUSIC.

First half year given entirely to singing easy and pleasing rote songs.

Careful attention given to pitch, rhythm, quality of tone, and position of body.

Second half year: In addition to above work, the scale by numerals, and pitch names as called for by teacher.

Exercises in very simple skips from charts, blackboard, and manual signs.

All songs and exercises are to be kept within range of pupils' voices.

Frequently change the key in order to rest the voice and secure uniformity.

MORAL CULTURE.

The happy heart, the pleasant face,
Little helpers at home and school.

Read *The Birds' Christmas Carol*, by Kate Douglas Wiggin; *Five Little Peppers*, and *How they Grew*, by Margaret Sidney.

Our lives are written on our faces. Little by little, line by line, each thought, motive, or endeavor is slowly but strongly engraved upon the face.

Kindness to pets. Reference: Tracts of Humane Society.

Respect the rights and feelings of animals. Do not neglect them. Wanton cruelty is far less frequent than heedless cruelty.

PHYSICAL CULTURE.

Exercises in rapid changes of position for training in promptness, obedience, and quietness. Simple arm, leg, head, trunk, hand, and foot exercises. Keeping step in plain marching. Such individual exercises as will correct bad habits of walking, standing, sitting, etc.

SECOND GRADE—SECOND YEAR.

OBSERVATION LESSONS.

Lessons on the Human Body.—The organs of the special senses; what they are, and how used by the mind within to find out things. Care and protection of them. Read to class selections from such books as *Little Lucy's Six Servants*, etc.

Lessons on Plants and Animals, Continued.—Different kinds of leaves, flowers, and fruits grouped according to color, shape, quality, etc. Animals previously studied compared with one another, and with others that children often see.

Observation of the use of the special senses by these animals. Sketches of the simple plant and animal forms studied.

Natural Phenomena.—Air, wind; dew, frost, fog; hill, mountain; brook or stream.

By means of these lessons the following ideas are illustrated: Color—colors arranged in groups, as scarlet, crimson, pink, etc. Place and size—direction and distance, and the cardinal points of the compass; measurement of objects in the school-room; representation on paper of the relative position of objects on a desk or table. Qualities—fragrant, elastic, etc.

LANGUAGE.

Oral and Written Exercises.—Purpose and material as in the First Grade.

Short, carefully selected stories told or read to the pupils and reproduced by them orally. Simple thoughts suggested by pictures or by the observation lessons expressed in writing.

The mechanics of language taught this year are the following: Use of periods as the closing marks of statements and commands and after initials and signatures. Use of question marks. Use of commas in a series, illustrated by combining several short statements, questions, or commands into one sentence. Use of commas in setting off attention words. Use of capitals in beginning sentences, as the first letters of special names, in writing the words *I* and *O*. Drill lessons upon the use of *is* and *are*; *was* and *were*. The difference between the request and the command.

NUMBER.

Form exercises. Writing numbers to 1,000. Discovery of facts in numbers to 30. Denominate number work already begun, continued with addition of table of time; table of things; the ounce and the pound. Application of addition and subtraction tables, sum or minuend not to exceed 100. Addition, subtraction, multiplication, and division of denominate and abstract numbers involving changes. Addition and subtraction of fractions. Tenths called decimal fractions, and treated in the same way. The two processes, partition and division, shown in concrete work. Examples made and worked out. Examples of all kinds illustrated by drawing.

Rapid mental drill upon everything learned. Facts and processes thus fixed are tools for future use.

READING.

Careful attention given to preparation of pupils for each lesson before it is given. Expressive reading secured. Reading in four or more Second Readers.

Literature.—Bible stories, such as Noah's Ark, Jonah; *Æsop's Fables*, Scudder; *Walking on the Water*; *Loaves and Fishes*; *Angel and Shepherds*; Stories from Roman history given in outline; *Little Lord Fauntleroy*; *Robinson Crusoe*; *Fairy Stories*; *Brownie Story*; *Wings and Fins*; *Feathers and Fur*; *Seaside and Wayside No. 2*. For order, see Outline.

SPELLING.

Phonic analysis; exercises in articulation, enunciation, and pronunciation of words to be spelled. Word building, and recognition of new words through their structure, as developed in word building, continued. Spelling of words that occur in written exercises. Spelling matches, sliced words, and various other devices to maintain interest in spelling.

WRITING.

Simple movement exercises. Copying exercises from the blackboard and from slips. Copying paragraphs and stanzas from the reading book. Words, phrases, and short sentences written from dictation.

Much drill upon the spacing of letters, sometimes using double-ruled paper for the purpose; correct form, however, not to be gained at the expense of cramped positions of the hand and body.

FORM STUDY AND DRAWING.

Clay Modeling.—Of ellipsoid, ovoid, equilateral triangular prism, cone, pyramid, and of natural and artificial objects based on them. (No special attempt is made to have children memorize the names of the geometric forms modeled.)

Drawing.—Form lessons, upon the objects modeled.

Off-hand drawing of ellipse, oval, rectangle, triangle, circle, square, from these solids. Off-hand drawing in clay, on paper, and on blackboard (showing two dimensions only) of natural and artificial objects having similar shapes. Pastels and water colors used. (See *Observation Lessons*.)

Designing: Drawing designs within squares, using both straight and curved lines, symmetry around a center, double lining, and interlacing.

Tablet, Stick, and Ring Laying.—Of faces of the solids studied. Inventive arrangement in borders, squares, and rectangles. Simple objects laid with sticks and rings.

MUSIC.

Scale by numerals and syllables with frequent change of key, omitting such sounds as may in the least strain pupils' voices.

Interval exercises continued. Much practice in this work should be given by exercises composed of numerals of the scale.

Learn signs of expression and practice writing characters used in music.

Rote songs at option.

Careful attention given to time, rhythm, quality of tone, and position of body.

MORAL, CULTURE.

Truthfulness: Why we should always tell the truth; the dangers of falsehoods, and the naughty writing they leave on the face; what qualities we most love in our friends.

Unselfishness: The happiness it brings; giving is better than receiving; doing for others brings its own reward.

Teasing: What harm it does others; what bad qualities it cultivates in ourselves; cruelty to pets and other animals.

Reference: *Lessons in Right Doing*.

THIRD GRADE—THIRD YEAR.

OBSERVATION LESSONS.

Lessons on the Human Body, Continued.—Conversational lessons, developing from observation of themselves, but not, as yet, from dissections or pictures: How we move; how and why we eat, and what kinds of food are best for growing children; how we breathe, and why we need pure air; uses of the blood; uses and care of the skin. Injury to boys from use of cigarettes. Readings from such books as Dr. Jerome Walker's *Health Lessons*, etc.

Lessons on Plants and Animals, Continued.—Trees, shrubs; herbs. Animals observed simply classified, as: grass-eaters; flesh-eaters; animals with hoofs, claws, wings; animals that live on the land; in the water; fly through the air. Objects classified as vegetable, animal, or mineral. No observation of the internal structure of animals, but much of their life and habits.

Natural Phenomena.—The seasons; changes of time and place of sunrise and sunset; the new moon; the full moon—where first seen; the Evening Star; the North Star; the Great Dipper; the natural features of the vicinity.

Through these lessons the children receive ideas of color: The prismatic or rainbow colors (taught by use of prisms); harmony and contrast of colors. Place—the semi-cardinal points of compass. Plan of table-top, room, etc., drawn on a scale as a preparation for map drawing. Qualities—opaque, transparent, solid, liquid, gaseous, etc.

LANGUAGE.

Oral and Written Exercises.—Purpose and material as in First Grade. Exercises of Second Grade continued. Short stories read silently, and then reproduced orally and in writing. Descriptions and stories written from pictures. Anecdotes and stories of historic people told or read to pupils, and reproduced by them orally and in writing. Pupils receive

further instruction in the mechanics of language; use of capitals, period, interrogation point, and exclamation point in writing titles of stories; use of the simple paragraph; use of the period in writing abbreviations; use of the period and comma in writing dates; use of the capital and period in writing titles of persons; special lessons upon the days of the week, months of the year, and upon the national holidays; drill lessons upon the use of has, have, had; saw, seen; did, done; went, gone. Sentence work showing the difference in form between familiar words meaning one and more than one, and the necessity of other words in the sentence resulting therefrom.

NUMBER.

Form exercises as given in Outline. Continue writing to 10,000. Continue drill on the forty-five combinations; also, all tables through the nines.

Addition, subtraction, multiplication, and division (both processes) in denominate numbers and abstract numbers involving changes.

Continue work in fractions, also decimal fractions. Give work in mixed numbers; compare numbers; compare fractions.

Multiply fractions by whole numbers. Take fractional parts of numbers both whole and fractional; find what part one number is of another; find a number, a part being given.

Coins of the United States money; pint, quart, gallon; inch, foot, yard; day, week, month, year; dozen.

Time of day by the clock. Business transactions actually performed. Business examples; simple bill forms.

Conclusions reached through doing.

Rapid mental drill to fix what is learned, and also in the solution of new examples.

READING.

Thorough and careful preparation for each lesson before reading. (See Directions for Teachers.) Reading to be prompt and expressive. Grouping of words noticed.

Careful and thorough reading in two selected Third Readers, also selections from State Second.

Literature.—Bible stories; *Story of Hercules*; *Pliny's Hyperboreans*; *King Midas*; *Story of the Wooden Horse*; *Sampson*; *Ariadne*; *Stories of King Arthur*; *Birds and Bees*; *Aunt Martha's Corner Cupboard*; *Snow Image*; *Swiss Family Robinson*. Selections from these and other books given in Outline.

SPELLING.

Phonic analysis; exercises in articulation, enunciation, and pronunciation of the words to be spelled. Spelling of the words that occur in any written exercise. Word building from elementary sounds and by syllables, and recognition of new words by their structure, continued.

WRITING.

Simple exercises giving the child some idea of muscular movement. Copying from the blackboard and from slips. Writing selections from the

reading book. Words, phrases, sentences, and short stories written from dictation. The written work given the child must be no more than he can do neatly in a reasonable amount of time.

FORM STUDY AND DRAWING.

Clay Modeling.—Of truncated cone and truncated pyramid, and of natural and artificial objects based on them. (Pupils are not compelled to memorize geometric terms.) Clay modeling of combinations of any of the solids previously studied; as bottle, turnip, funnel, toadstool, basket, etc.

Drawing.—Form lessons upon objects modeled. Off-hand drawing of circle, square, from the solids modeled. Off-hand drawing in clay, on paper, on blackboard (showing two dimensions only) of simple, natural, and artificial objects having similar shapes. Off-hand drawing, in like manner, of any object modeled. Water colors used. (See *Observation Lessons.*)

Dictation Lessons: Ornament in square, ornament in rectangle. Memory drawing of any of the objects studied.

Designing: Designs of straight and curved lines, interlacing, etc., in square, rectangle, and rhombus (free-hand on blackboard, with instruments on paper).

Cutting and Folding Paper.—To illustrate geometric facts; arrangement of these symmetrically. Simple ornaments in two shades of paper, or colored crayon.

MUSIC.

Scale exercises by skips, using numeral, syllable, and pitch names.

Exercises in writing notes of different values, and combining them into measures.

Exercises in sight reading from charts, blackboard, and books.

Rhythm, quality of tone, and position of body, to receive special attention.

MORAL CULTURE.

Care of the person: Clean hands and face, well brushed hair, clean nails and teeth, etc.

Tidy dress: Neatly brushed clothes, polished shoes, etc.

Read *Story of Patsy*, by Kate Douglas Wiggin.

How to cultivate love for others.

Kindly deeds and loving actions are the surest means of inspiring love for the recipient.

FOURTH GRADE—FOURTH YEAR.

OBSERVATION LESSONS.

Human Body.—Muscles and skeleton; their adaptations and workings, without learning names. Fresh joints from market observed in class, as to characteristics and adaptation to use of bone, cartilage, muscle, and connective tissue. Observation of muscles of the leg of a lamb, their attachments, direction of fibers, and working of the bones about the joint by pulling them. Observation of nerve leading to muscle in leg of

chicken or frog. Feeling of muscles of their own arm as they contract, noticing change of shape and movement of arm produced. Practicing movements calling into action different muscles. Connected with this, observation of bones of limbs, first of chicken and other animals, then of human skeleton, of vertebral column and adaptation, of ribs, etc. Study by chart of the connection of brain, through spinal cord and nerves, with the muscles, and thus study of the body as a machine of the mind. Nourishment, exercise, growth, and general hygiene of the bone and muscles. Injury to their development and strength from the use of alcohol, tobacco, tea, and coffee.

Plants.—Growth of seedlings observed and compared, such as beans, peas, corn, pine, and maple. Sketching and modeling.

Animals.—Typical insects studied from observation of specimens in hands of children, living insects to be gently treated while examined; permanent collections not encouraged. Comparison and drawing of parts of insects, and sketches of whole insects. Similar study of the lobster, shrimp, and crab. The outer skeleton of these animals contrasted with the inner skeleton of the human body.

Natural Phenomena.—(a) Air, wind, and moisture in air. (b) Different forms of water, such as steam, frost, snow, hail, and ice.

LANGUAGE.

Oral and Written Exercises in the use of language as an expression of thought. Abundant material for this work is found in the reading, geography, and observation lessons, which, if skillfully taught, will so awaken the thought and interest of the child that expression will follow naturally. By giving *ideas before words, thought before expression*, the dull "make-a-sentence" method of teaching this subject can be avoided.

(a) Conversation (not quizzes).

(b) Stories and simple narrative poems read to the pupils or silently read by them, and reproduced orally or in writing. Stories written from suggestive pictures. Descriptions of places suggested by geography lessons and of the plants and animals studied. In this work the children, aided by the teacher, should make a simple outline of the subject before beginning to write. Simple sketches (no matter how imperfect), to illustrate the written descriptions, should be encouraged.

(c) Writing letters: Simple forms of beginning, closing, and addressing friendly letters. The practice in this work should consist of letters to parents and teachers on matters of real moment, such as requests and explanations; of letters to absent friends; and of communications to the "letter boxes" found in most children's periodicals, such as *St. Nicholas* and *Harper's Young People*.

(d) The lessons on the mechanics of written expression, including paragraphing, capitalization, punctuation, neatness, and arrangement, which have been previously given, are reviewed and extended as the work requires.

Possessive forms of nouns developed.

(e) Sentence building: Combining short related sentences.

Use of difficult verbs; the mistakes of the children to determine which verbs are to be selected; *e. g.*, lie, sit, learn, drown, guess, got.

Use of the nominative and objective forms of the pronouns I, he, she.

Use of the connecting pronouns who, which, that, and of the adjectives these and those.

(f) Training in the use of graceful and appropriate language in asking permission, answering questions, making requests, and in social intercourse generally.

NUMBER.

Continue work in notation to numbers of eight places.

Rapid work in the fundamentals with abstract numbers. Many examples from books and by the pupils. The two processes in division noted and followed in all examples.

Denominate number work continued, with simple work in surface and cubic measures included. Surfaces divided into squares, and area computed.

Work in fractions, including mixed numbers and decimals, continued. Hundredths, called *per cent*. Examples in simple interest given.

Continued and diligent practice on the sets of factors occurring in the multiplication tables (combining and separating) until the results are absolutely memorized.

(e) Business examples which will give elementary ideas of trade and household economy. Use of common weights and measures: pint, quart, gallon; pound, hundredweight; inch, yard, foot, mile, etc. Making change and counting money.

Drill in the expression of numerical ideas and of sustained trains of reasoning.

READING.

Reading from books suitable to this grade; such as *State Second Reader*, Powell's *Third Reader*, *Wide Awake*, Wright's *Nature Series* (Nos. 2 and 3), and various children's classics, the selections to be of such a nature as to awaken thought and feeling.

Phonetic spelling and diacritical marking. Exercises to secure the right use of the organs of speech, distinct articulation, clear enunciation, and correct pronunciation.

Eye training to secure the ready recognition of groups of words and short sentences.

Recitation of appropriate selections.

Books should be assigned to be read aloud at home, and reported upon in school.

Literature.—Stories to be read or told from some of the following books: *Stories of Vulcan*; *Orpheus and Zeus*; *Wonder Book*; *Stories from Herodotus*; Bryant's *Odyssey*; Roman history stories; *Stories of Charlemagne*; *Water Babies*; *Christmas Carol*; *Two Years Before the Mast*; *Boys of '76*. Selections outlined and made the basis of language exercises.

SPELLING.

(a) The habit of *seeing* words can only be fixed through an interest in them, and great ingenuity on the part of the teacher is required to make spelling lessons bright and attractive, and to give at the same time the

constant and untiring repetition which is so absolutely necessary. As far as possible do not let the child see incorrect spelling.

(b) Dictation exercises: Spelling of proper names, such as days of the week, months, holidays, and seasons. Spelling of plural nouns. Words selected from various subjects. Word games. Drill in pronouncing words and separating syllables. Phonetic spelling.

GEOGRAPHY AND HISTORY.

1. Lessons to lead to a conception of the earth as a great ball with a surface of land and water, surrounded by air, lighted by the sun, and with two motions stated but not explained.

2. (a) Lessons on natural features; first, from observation, afterward by aid of modeling board, pictures, and blackboard illustrations. (b) Preparation for, and introduction of, maps; lessons on position, distance, direction, points of compass, with representation on a scale; model a map of vicinity; study maps of county and city, with lessons on local history; maps of natural features, drawn from modeled forms; practice in reading conventional map symbols on outline maps.

3. General study from globe and maps. The continents, oceans, and large islands; their relative position and size. General idea of climate of the different parts of the earth.

4. Reading: *Our World*, No. 1; *Seven Little Sisters*; *Each and All*; *Under Foot*; *Animal Life*; King's *Geographical Readers*.

WRITING.

(a) Movement exercises to secure, first, an easy progressive movement across the paper; second, a free slant movement up and down; and third, a combination of the two. Begin with bold, free forms, and gradually reduce them to the ordinary correspondence size. During this year the pupils should entirely cease to draw their letters, and in all writing use the combined movement of forearm and fingers, which has been developed by their primary training. Correct positions in sitting and pen-holding required.

(b) Study form, slant, spacing, and joining of the small letters and easy capitals. In form study, the child should do much blackboard work.

(c) Copy phrases and sentences from engraved and written slips, and from the blackboard. Dictation exercises and original written work occasionally given as tests.

FORM STUDY AND DRAWING.

Clay Modeling.—Some of the objects studied: backgrounds, square and rectangular. Objects studied: backgrounds, with pressed leaves upon them.

Paper Cutting.—Simple ornaments in triangles and hexagons, shields and banners. (See *Designing*).

Drawing.—(a) Form Lessons: Review sphere, cylinder, cone, ellipsoid, ovoid, and take objects based upon them in more complicated

proportions; such as, tea and coffee pots, lamp shades, lamp chimneys, and umbrellas; vase forms: cup and saucer, bowls, etc.

(b) Free-hand Drawing: Geometric views of objects studied, paying particular attention to proportions. Draw from the model: fruit, locket, palette, spoon, etc.

Drawing of insects from nature.

Draw the appearance of simple objects studied, as seen below the eye.

Geometric views of the objects studied. Draw the octagon, hexagon, and pentagon, free-hand. Draw from nature pressed leaves. Continue drawing the appearance of simple objects and shading them.

(c) Dictation, Memory, Copying: Dictation—hexagon, and ornament. Memory—any object studied. Copying—reducing and enlarging.

(d) Designing: Designs made of curvilinear units, supplied by the teacher, in hexagon and triangle.

Geometric drawing with instruments. (Practical solution of problems.)

Designs made of units, given by the teacher, in octagons. Surface patterns. Geometric problems.

MUSIC.

Continue scale exercises and written exercises.

Observe formation of the major scales of C, G, D, A, and E.

Lead pupils to observe chromatic scale, but not to sing it as a whole.

Sight reading from charts, blackboards, and music readers.

Songs at option of teacher.

Rhythm, quality of voice, and position of body, to receive special attention.

MORAL, CULTURE.

How to make school happy; study self-control, and keep under strict guard any tendency to become boisterous or excited. Remember the "please," and "thank you," and "excuse me," and "good morning." In all words and actions, consider the happiness and feelings of others. Remember that "smart and bright speeches often wound." Kindness to the helpless, the unfortunate, and aged.

Industry. The dignity of work. The trouble and unhappiness brought about by idle habits.

References: *Little Lord Fauntleroy*; *Little Men*.

FIFTH GRADE—FIFTH YEAR.

OBSERVATION LESSONS.

Human Body.—Circulation of the blood, as observed under the microscope in the frog's leg. Heart of sheep, and the great connecting blood vessels, studied from observation.

Breathing: its objects, position of body for good breathing. Ventilation without draughts.

Digestive organs: proper habits of eating, and foods. Alcohol and tobacco, tea and coffee, as affecting these organs and functions.

Plants.—Fruits, seeds, roots, useful woods, observed and compared. Wrappings and unfoldings of buds observed and compared. Growth

from buds, branches, bulbs, and slips. A simple study of a few fruit tree blossoms, such as apple, pear, peach; and of a few common flowers, such as violet, lilac, buttercup, geranium, and poppy.

Animals.—Oyster, clam, and snail, observed and compared. Shells of different forms examined. Star-fish and sea-urchin, sponge and coral, similarly studied from specimens, living or preserved, and from pictures. Drawings of general form of these animals. Some study of their internal structure, and comparison of their circulatory, respiratory, and digestive organs with those of the human body.

Natural Phenomena.—(a) Sun, moon, and stars; their apparent motions.

(b) Drainage of vicinity; observation, after rain.

(c) Different kinds of rock, soil, etc.

LANGUAGE.

Oral and Written Exercises.—Material same as in fourth year. Care must be taken not to give too much written work, thereby causing careless preparation, and crowding out the more important drill on oral expression. Illustrative sketching continued.

(a) Reproduction of short prose or poetical selections. The children should now make their outlines of the subject, with little or no aid from the teacher.

(b) Impromptu word-pictures of persons and places. Reproduction of word-pictures in their own language. Stories from hints or suggestions. Simple descriptions and narrations in connection with geography and science lessons. Letter writing continued.

(c) Lessons on the mechanics of written language, as previously given, reviewed, and extended when necessary. Use of quotation marks taught.

(d) Choice and use of words to enlarge vocabulary, and give variety in expression.

(e) Lessons on words frequently misused; *e. g.*, awfully, dreadful, like, etc.

ARITHMETIC.

Review the fundamental rules and terms used. Give special attention to clear definitions and statement of principles already learned.

Limit of advanced work in the text-book, decimal fractions.

Factoring: Meaning of terms to be gained from the work. All written work carefully arranged upon one plan. Know all prime numbers and prime factors of numbers to 100; also, all squares and cubes to 1,000. Distinguish clearly the meaning of divisor, factor, common factor, highest common factor, multiple, common multiple, least common multiple. These may be gained and fixed by work. They should be defined clearly.

Fractions: The ideas gained from previous concrete work should now be used in gaining a clearer notion of fractional unit. The fractional unit relative.

Reduction, addition, and subtraction. After the work, definitions and statement of principles must be clear and promptly illustrated.

Multiplication and division. Particular attention to be given to clear-

ness in simple problems. Relation of numbers: (1) To find fractional parts of numbers; (2) to find what part one number is of another; (3) to find a number when some fractional part of it is given. The first of these must be seen to be a double process.

The simple work in percentage and decimal fractions to be continued. Illustration of problems by means of drawing.

Bills and accounts. Practical problems involving use of the following terms: Ton, cord, acre, quire, ream, gross, degree, etc.

READING.

Pursue teachers' directions under general plan given in outline of work for this year. New selections for thought reading, pupils to express the thought gained.

Reading selections from State Third, and in Fourth Readers of other series.

The following to be noticed throughout succeeding work: Grouping of words according to meaning, inferences from different emphases, articulation, pronunciation, accent, derivation, synonyms, allusions.

Many words are symbols of generalizations, and for this reason must be carefully noted in preparation.

Treatment of Reading Lesson (General Plan).—1. Announce the purpose of the lesson in clear and choice language. Prepare the mind of the pupil for the new lesson by discussing such points as will enable him to apprehend its main features. This will serve to awaken expectation also.

2. In the best manner possible read the whole selection, noting the chief divisions by appropriate pauses. With this as a basis secure a general view. Consider now, fully, the divisions. In this work proceed from the general idea to that of the divisions. Fix the general idea more clearly by a summary of the divisions.

3. Review the relation of the divisions to one another, also the logical development of the whole as seen in the divisions. Bring to notice for longer and clearer observation all mental pictures. These should be vivid and thoroughly enjoyed, that of the whole most of all. Review all statements regarding the beautiful, also statements of moral and social duties. A clear notion of the whole should now be in the mind of the pupil. Respecting the language, review all that is characteristic, such as literal and figurative expressions, meter, rhetorical figures.

4. Reading by the pupils to gain a more thorough mastery of the lesson. Very careful drill to secure proper expression of thoughts gained. This may be helped by reproduction of various parts by the pupil in his own language. Further drill of this kind may be had in a free reproduction of the whole as learned. Writing. Certain points may be enlarged upon by writing in class, while others may be assigned for composition work. In this composition work an outline should be made by the labor of all. Some of the statements of the moral and of the beautiful should be memorized. Consult Outline for directions for memorizing exercises.

The above Outline is to be used in the succeeding grades.

Literature.—Stories read or told from the following: *Golden Age*, by Baldwin; selections from *Odyssey* and *Iliad*; *Ten Boys*; *Boys and Girls*; *Plutarch*; Lamb's *Tales from Shakespeare*; *Pilgrim's Progress*; *Gulliver's Travels*; *Hiawatha*; *Boys of '61*. Selections outlined, and made the basis for language work.

SPELLING.

(a) The aim of all instruction in spelling being to *write* words correctly, the greater part of the practice should be in written exercises. Never let a child write a word incorrectly if it can be avoided.

(b) Words pronounced alike, and spelled differently. Useful words from all subjects taught.

Use of dictionary, phonetic spelling, and diacritical markings.

GEOGRAPHY AND HISTORY.

California.—Position in the continent and relation to the other States of the Union; its natural features, scenery, climate, and productions; its people, their occupations, government, and educational facilities; noted cities and localities. General history of the State. Modeling board and map sketching to be used as aids in the study.

Physical Features and Conditions of North and South America.—Position on globe, position relative to other continents; approximate size as determined by use of scale and by comparison; form; surface; drainage; climate; life—vegetable, animal, human; regions adapted to mining, agriculture, etc. Rapid map sketching and modeling as the study of each continent proceeds.

Observations to Accompany the Study of Geography.—(a) Difference in the heat of sun's rays at different hours of the day. (b) Change in direction of sun's rays coming through a school-room window at the same hour during the year. (c) Varying length of the noonday shadows. (d) Changes of weather, wind, and seasons.

Reading: *Boy Travelers in South America*; *Bodley Family on Wheels*; *Zigzag Journeys in the Occident*; *Little People of the Cold*; *World by the Fireside*.

WRITING.

(a) Practice on the progressive, slant, and combined movements, introducing shading. Base these exercises largely on the capital letter forms previously studied.

(b) Spacing of words in sentences; sentences in paragraphs; margins, and the proper division of words at the end of lines.

(c) Copying from engraved and written slips proper names and signatures, quotations, and paragraphs sufficiently long to exemplify the lessons on margins, etc. Each pupil should establish a definite form of signature.

(d) Careful attention given to all written work, which should not be excessive.

FORM STUDY AND DRAWING.

Clay Modeling.—Backgrounds. Ornamental forms with conventional leaves. Simple shells, etc.

Drawing.—(a) Form Lessons: Objects based on any of the type forms studied, and their combinations, introducing more remote resemblances: pocket knives, hats, keys, vases, bell, shells, screwdriver, satchel, etc.

(b) Free-hand Drawing: Geometric views of the objects studied. Ellipses and ovals on two diameters. Geometric views of flowers. Draw the appearance of some of the simple objects studied below the eye, and shade. Good expression, proportion, etc.

(c) Dictation, Memory, Copying: Dictation—circle and its subdivisions. Memory—any object studied. Copying—enlarging.

(d) Designing: Conventional leaves and simple flowers in rosettes and borders. Geometric problems.

Form Construction.—Make the cube, prism, and cylinder from cardboard or manilla paper.

MUSIC.

Continue 'scale exercises, making more difficult skips. Continue written work. Observe formation of major scale of F, B♭, E♭, and A♭. Descending chromatic scale observed, but not sung as a whole.

Simple exercises in two-part music.

Sight reading from charts and music readers.

Songs at option of the teacher.

Continue to give careful attention to rhythm, quality of tone, and position of body.

MORAL CULTURE.

Purity of thought, speech, and action. Guilelessness, or thinking no evil of others. How to make home happy by helping, by anticipating the wishes of others, by remembering that cheerful words and looks, gentle ways, attentive eyes to see, and ready sympathy to share each other's joys and sorrows, form the best foundation for mutual home helping.

Dress: The objects of dress; first, warmth or coolness; second, convenience; third, fitness; and fourth, beauty.

References: *Bits of Talk about Home Matters; Household Education; Little Women; What Katy Did at Home.*

SIXTH GRADE—SIXTH YEAR.

OBSERVATION LESSONS.

Human Body.—The nervous system, brain, spinal cord, and nerves of animals observed; simple, clear ideas conveyed as to sensation, voluntary and involuntary motion, the control and working together of the organs before studied by means of the nervous system. Alcohol, tobacco, opium, tea, and coffee, as to their effects on the nervous system, and thus on the functions in general.

What to do in emergencies, such as accidents by fire, water, poison, bites, etc.

Minerals, Metals, and Rocks.—(a) Metals that occur uncombined, such as gold, silver, copper, mercury, platinum.

(b) Metals from ores, such as lead, zinc, tin, iron.

(Alloys: bronze, brass, pewter.)

- (c) Non-metal, such as sulphur, carbon (in the form of coal and granite).
- (d) Clay and sand, with manufacture of pottery, glass, etc.
- (e) Principal precious stones.
- (f) Various useful rocks used for building and ornamental purposes, such as marble, granite, sandstone, limestone, slate, gypsum, various forms of quartz, mica, etc.
- (g) Fossils, stalactites, petrifications.

LANGUAGE.

Exercises.—(a) Summaries and topical recitations in the various class subjects. Special attention given to correct forms of speech, but not at the sacrifice of freedom.

(b) Composition: descriptive, narrative, and imaginative, including such exercises as impromptu work in writing newspaper items, advertisements, telegrams, and announcements. Illustrative sketching continued.

(c) Formal letter writing: invitations, letters of introduction, and short business letters.

(d) Literary work: Life and writings of Louisa Alcott, the Carey sisters, and Hans Andersen. At least one classic, such as *Robinson Crusoe*, to be read with the teacher. Eight or ten mythological stories learned.

(e) Lessons on the mechanics of language, the choice and use of words, and sentence formation, to be introduced when needed.

ARITHMETIC.

Decimal Fractions: Review field of fractional units, finding two classes. Distinguish clearly. Pupils define. Writing decimal fractions. Change common to decimal fraction units, presenting difficulties and limitations in accordance with Outline.

Simple problems, concrete work; thoroughness, followed by generalization and application.

Addition, subtraction, multiplication, and division; each after short review of principles already learned. Consult Outline for steps in division.

Work in percentage continued and extended. Also, simple problems in interest. *Similar processes traced.*

Denominate Numbers: Clear perception of all measuring units and their relations must be gained by seeing and using them. Classify units of measurement. For study of solids, surfaces, lines, and angles, simple constructions, and measurement of areas, consult Outline.

Review concrete work, already given, and give additional work upon some convenient table, discovering two processes.

Addition, subtraction, multiplication, and division here in light of principles already learned.

U. S. money. Extension of concrete work already given. The coins; the mint. New examples.

General analysis. Select a few simple examples and illustrate by drawing. Use "straight line analysis" in solution of problems.

Work in business forms continued; simple accounts. Bookkeeping begun. See Outline.

READING.

(a) Reading from suitable books, such as *State Third Reader*, *Fourth Readers* of other series, *Robinson Crusoe*, Eggleston's *Primary History*, *Little Women*, *School Herald*, *St. Nicholas*, etc.

(b) Special training in management of the breath and in the grouping of words, so as to read smoothly and fluently. Exercises in poise and position. Drill on pronunciation of words commonly mispronounced, the mistakes of the class to form bases of drill; phonetic spelling.

(c) Impromptu reading, silent or oral, to test the pupil's ability to receive and to express thought.

(d) By questions, explanations, and illustrations, lead the pupils to understand and to feel what they read, and then place in their hands only the best literature. At least four books for home reading should be assigned by the teacher.

Literature.—Stories read or told from some of the following books: Lowell's *Rhaecus*; *The Dryad and the Piper*; Herodotus' *Stories of Cyrus*, *Darius*, *Xerxes*; Kingley's *Greek Heroes*; Bryant's *Iliad*; Chaucer's *Knight's Tale*; Shakespeare's *Tempest*; *Pepacton*; *Stories of the Revolution*; *Madam How and Lady Why*. Consult Outline.

SPELLING.

Same as preceding grade, with more attention to simple word analysis. Ten prefixes and suffixes learned.

Meaning of primitive word, derivative word, root, simple, compound, prefix, suffix.

Use of dictionary taught. Make and pronounce lists of words in review.

Homonyms. (See Bright's *Instruction in English*.)

Perfect work required.

GEOGRAPHY AND HISTORY.

Physical Features and Conditions of Eurasia, Africa, Australia, and the islands of the Pacific. Position relative to other continents; size; form; surface; drainage; climate; life—animal, vegetable, human; regions adapted to mining, agriculture, etc.; comparison of physical features and conditions of one continent with those of other continents. Map sketching and modeling as the study of each continent proceeds.

Commercial and Political Geography of the United States.—Position in the continent; surroundings; surface; climate; vegetation; animals; resources; inhabitants, their occupations and social condition; important cities, towns, and other localities. Map of the country to be sketched as the study proceeds.

Reading: *Sunny South*; *Tales Out of School*; *Our New Way Round the World*; *Johonnot's Geographical Reader*; *Nelson's Standard Geographical Reader*.

WRITING.

(a) Movement exercises to secure rapidity. Occasional test exercises in tracing, and in the use of ruled paper, to secure control of the pen, and to show when and where mistakes are made. Dictation exercises to secure speed, accuracy, and neatness. Correct positions.

(b) Form reviewed, giving a few graceful forms to vary writing, and teaching the heading, correspondence, and explanatory sizes of script. Lining with ink. One set of simple marking letters. Writing contractions and abbreviations. Draughting.

(c) Copying poetry from slips.

(d) Written exercises in class work.

FORM STUDY AND DRAWING.

Clay Modeling.—Background, leaves and flowers from nature.

Drawing.—(a) Form Lessons: Leaves and flowers from nature. Branches with and without foliage. Forms to be studied as to parts and appearances.

(b) Free-hand Drawing: Draw the *appearance* of the forms studied.

(c) Memory, Dictation, Copying: Memory—leaves, flowers. Copying—historic ornament.

(d) Designing: Conventional floral designs. Geometric problems.

Form Construction.—Make the pyramid and cone. Inventive work in designing simple objects based on cube, prism, and cylinder, the type forms having been dictated.

Paper folding to secure neatness, accuracy, and quickness.

MUSIC.

Exercises in scale skips.

Exercises in two-part music, with frequent change of part.

Exercises in all the different keys.

Exercises introducing dotted notes, rests, and common accidentals.

Sight reading from music readers.

Songs at option of the teacher.

Continue to give attention to rhythm, quality of tone, and position of body.

MORAL CULTURE.

Exaggeration, slang, and profanity. Cleanness of speech, and exactness in the use of words.

Respect for the rights of others:

(a) Property: Indiscriminate borrowing. The care of borrowed articles. Marking or marring public property, such as the school house, parks, and monuments.

(b) Behavior in public: on the street, at entertainments, in shops.

Honesty in play, in study, and in speech. Gambling.

Suggestive lessons are found in *Little Foxes*, by Harriet Beecher Stowe.

SEVENTH GRADE—SEVENTH YEAR.

OBSERVATION LESSONS.

In Physics (twenty weeks).—Magnetism, current electricity, with its chemical, heating, and lighting effects, magnetic needle, electro magnets, conductors, compass, magnetic telegraph.

Heat: Diffusion, effects, thermometers.

Light: Reflection, refraction, lenses, solar spectrum.

Liquids: Pressure, specific gravity.

Atmospheric pressure: Barometer, pump, siphon.

Gravitation: Pendulum.

Lever: Wheel and axle, pulley, inclined plane, wedge, screw.

Sound: Pitch of sound, echoes, acoustic tubes.

Properties of matter.

Physics of breathing and ventilation given careful attention.

All of the above work is to be *experimental*. The *pupils* should perform the experiments *whenever* it is *possible*.

On Animals (twenty weeks).—Compare and classify various animals previously studied. Observe the vertebrate structure, and compare externally, and to some extent internally, as to ways of carrying on, functions, etc.; typical fishes, reptiles, birds, and mammals, from specimens and pictures.

Sketching by pupils of animals, or parts of animals, studied.

LANGUAGE.

English.—(a) Study of American authors suitable for children of this grade, following the general plan of *American Authors for Young Folks*, by Amanda B. Harris. Cultivation of literary taste by listening to readings from these authors.

(b) Elementary principles of expression in reference to clearness and strength learned by study of the above.

Recognition of the parts of speech and their use.

The production of original sentences by the pupils.

Introduction of adjective and adverb phrases and clauses when studying adjectives and adverbs.

Frequent exercises in discrimination, in which the pupil learns to distinguish between the elements learned.

The parts of a simple sentence; the compound subject and predicate; the object; the attribute, distinguishing between that which identifies and that which describes.

The different kinds of simple sentences, and exercises in discriminating between them.

The study of punctuation by *observation*, learning the uses of the comma: (1) In direct address; (2) explanatory terms; (3) between closely connected clauses of a compound sentence; (4) unrestrictive phrases and clauses; (5) series of connected terms when all the conjunctions are not expressed; (6) to prevent ambiguity.

The uses of the semicolon: (1) Before *namely*, etc., in introducing ex-

amples or illustrations; (2) between clauses of a compound sentence when not closely connected.

(c) Original papers to be written on the work in science and literature.

ARITHMETIC.

Percentage: Review the processes regarding relation of numbers as learned in common fractions. The three general problems of percentage. Two methods of solution in each. For forms, subordinate problems, and amount of work, consult Outline.

Each of the general problems studied separately. Solution of many examples; ready classification of new examples taken from applications of percentage.

Mental work to receive much attention.

Applications of Percentage: The nature of these to be studied carefully to know terms and relations. Concrete forms, such as notes, bonds, mortgages, policies, tax receipts, checks, and drafts, to be seen and studied.

Examples classified as belonging to one or more of the general problems of percentage. Examples thoroughly explained before solution.

Interest: Two methods of solution. Consult Outline for forms and amount of work in each of the applications of percentage.

Bookkeeping continued as outlined.

READING.

(a) Selections from Readers—State *Third*, *Fifth* and *Sixth* of other series suitable to this grade.

(b) Training in postures, etc.; training of eye and voice.

(c) Mental: Careful study of selections for thought and expression. Cultivation of feeling and imagination.

Literature.—Pupils to read the following from books to be found in the library of Model School: *Myth of Laocoon*, of *Theseus*; *Midsummer Night's Dream*; *Iliad* and *Odyssey*, selections; *Stories of Cyrus*, *Darius*, *Xerxes*; Faust, in *Zig-Zag*, for the story; Treat's *Home-book of Nature*; *The Stone Face*. (See Outline for order and selections.)

SPELLING.

Work in word analysis extended.

Use Kennedy's *What Words Say* in selection of stems to be learned. Nothing said about meaning in foreign languages. The meaning of new words to be made out by use of knowledge gained in word analysis.

Synonyms; homonyms. (See Bright's *Instruction in English*.)

Perfect work required.

GEOGRAPHY AND HISTORY.

A Topical Study of the History of the United States, going backward from contemporary events, with careful study of associated geography. Civil government studied, using the school district on which to build knowledge of township, county, State, etc.

Commercial and Political Geography of Great Britain and her Colonies.—Position of the country in the continent; surroundings; surface; climate; vegetation; animals; resources; inhabitants, their occupations and social condition; important cities, towns, and other localities. Map to be sketched and modeled as the study proceeds. English history.

Reading: *Knocking Around the Rockies; Zigzag Journeys; Abbott's Biographies; Tales of a Grandfather; Boys of '76; Two Little Confederates; Colonial Boys; Eggleston's History of the United States; Boy Travelers in Great Britain.*

WRITING.

Drill in exercises combining forearm and finger movements to give grace and ease in execution. Careful study of both small and capital letters as to correct form, slant, spacing, and shading; also, observation of marked peculiarities of letters and most common errors of formation.

Study of brush and other styles of marking letters. Practice in writing short business forms, cheques, notes, receipts, etc.

FORM STUDY AND DRAWING.

Clay Modeling.—Groups of objects from nature; designing, using natural form as units.

Drawing.—(a) Form Lessons: Objects based on sphere, cylinder, cone, and combinations, to be studied as to their facts and *appearances* under different conditions.

(b) Free-hand Drawing: Draw from the object the *appearance* of objects studied; rudiments of shades and shadows; groups of objects.

(c) Memory, Dictation, Copying: Memory—objects studied. Copying—historic forms and one or two objects shaded.

(d) Designing: Applied designs: panel, tile, wall paper, carpet, dress goods, etc. Geometric problems.

Cardboard.—Objects based on pyramid and cone. Wrapping, tying, and marking packages.

MUSIC.

Practice of scale intervals in the different major keys. Singing of simple chords in major keys, with frequent change of part.

Songs at option of teacher, care being taken to select from good authors.

Continue to give special attention to rhythm, quality of tone, and position of body.

MORAL CULTURE.

(a) Love of country. What our Government does for us, and what we owe to it.

(b) Saving and giving. Economy as opposed to penuriousness. Generosity to others. Almsgiving.

(c) Our dumb friends. Kind treatment of animals.

Help in this work will be found in *How to Teach Patriotism, Boys of '76*, patriotic songs and poems, and the various publications of the Boston Humane Society.

EIGHTH GRADE—EIGHTH YEAR.

OBSERVATION LESSONS.

Chemistry (twenty weeks).—All work to be experimental. Pupils to perform experiments whenever possible.

(a) Study of acids, bases, and salts.

(b) Generation and isolation of O, H, N, CO₂, H₃, illuminating gas, and Cl, and testing their relation to combustion, their solubility, their relation to life, their chemical affinities, etc. The consideration of how to express chemical facts by means of symbols and formulas.

(c) The cause of lamp and mine explosions, and the study of explosives in general.

(d) Poisons—tests for and antidotes for.

Botany (twenty weeks).—All the preceding work reviewed. The stems, leaves, flowers, and seeds of exogens compared with those of endogens. Specimens of mold, mildew, fungi, lichens, algæ, mosses, and ferns, examined and compared. Study of foods and disease germs.

ENGLISH.

(a) General study of authors suitable for children of this grade, using as a guide *Pleasant Authors for Young Folks*, by Amanda B. Harris.

(b) A study of sentences and paragraphs to see wherein consists clearness, strength, and elegance.

(c) Compositions based upon the work in literature, science, and history.

MATHEMATICS.

All omitted subjects of arithmetic, including Longitude and Time, as given in Outline for Teachers.

Hill's *Lessons in Geometry*, except such as given in Outline for preceding grades.

Use of drawing instruments in all constructions. Accuracy and neatness required.

Square and Cube Root, Mensuration, and surface areas in arithmetic. Practical problems in application of principles now learned.

Bookkeeping. Three full sets to be submitted by the pupil.

READING.

Material: More difficult selections from State Third and other Readers than were read in last grade.

The faults of individual pupils to be carefully corrected.

Literature.—Reading some of the following books at home: Gladstone's *Primer of Homer*; *Myths and Myth-makers*; Longfellow's *Prometheus*; *Ben Hur*; *The Legend of Christ*; *Ivanhoe*; *Vicar of Wakefield*; *Prue and I*; *Back Log Studies*. (See Outline.)

Written criticisms of books or parts of the work to be read in class.

Special attention to the outlined work.

SPELLING.

Longer lessons given in this year, but perfect work required.

Word analysis continued. Synonyms.

Drill in pronunciation.

Especial attention given to the use of the dictionary and diacritical marking.

GEOGRAPHY.

The following countries to be studied in the order of historical development, and the time spent upon each to be largely in proportion to its present importance, or to its influence on the present: Germany, France, and Russia, lesser countries of northern Europe, countries of southern Europe, the most important countries of Asia, Africa, and South America.

Position of the country in the continent; surroundings; surface; climate; vegetation; animals; resources; inhabitants, their occupation and social condition; important cities, towns, and other localities.

Map of each country to be sketched and studied.

General history in connection with each country.

Reading: *Stories of Nations; Young Folks' History; Boy Travelers; Stories of Persons and Places; Little People of Asia.*

UNITED STATES HISTORY.

Reading and discussing the State History as far as the National Period. Reading supplementary books on United States history.

PENMANSHIP.

Good writing required in all written work.

FORM STUDY AND DRAWING.

Clay Modeling.—From the cast.

Drawing.—(a) Form Lessons: Objects based on cube, prism, pyramid, and combinations; to be studied as to their facts and appearances under different conditions.

(b) Free-hand Drawing: Draw from the object the appearance of forms studied; shades, shadows, continued; groups of objects.

(c) Memory, Dictation, Copying: Memory—objects studied. Copying—historic ornaments and groups of objects shaded.

(d) Designing: Applied designs: vases, cups, saucers, etc.; working drawings; table brackets, book shelf, etc.; plane and elevation of small house, and details.

Cardboard.—Objects designed to be made of cardboard or thin wood; objects of which working drawings have been made in school to be executed at home and subjected to the teacher's criticism. (Optional.)

MUSIC.

Practice of scale intervals in all of the different major keys.

Exercises in triads of the major scale.

Three-part music, with frequent change of parts.

Sight reading from music readers.

Songs at option of teacher, care being taken to select from good authors.

Continue to give attention to rhythm, quality of tone, and position of body.

MORAL CULTURE.

Physical bearing as influencing and revealing the inner life.

Courage: Difference between *moral* courage and *daring* or *bravado*.

Heroism: Great heroes and heroines; application to daily life; unselfish endurance.

Social forms and etiquette: True politeness as indicative of the *real* self.

References: *Peter Budstone*, by Trowbridge; *Good Behavior*, by Phelps.

NINTH GRADE—NINTH YEAR.

OBSERVATION LESSONS.

Physiology (twenty weeks).—Reviewed and studied more fully. Observations of self, of living and dead animals, and of prepared and fresh microscope specimens, made the basis of careful study of functions, which are thus realized by pupils as clearly and definitely as possible. Hygiene taught as intelligent deductions from above, and *put into practice*.

Physical culture, the relations of body and mind, and hygienic conditions of study considered. Relation of microscopic organisms to diseases, and methods of prevention.

Sewerage and ventilation practically studied. Sanitary conditions of living emphasized by inspection of apparatus, drawings, etc., and by reading selections from books and periodicals on the subject.

ENGLISH.

Grammar (twenty weeks).—Nouns: (a) Classes: common, proper, and collective. (b) The possessive forms, and their uses. (c) Much drill in and thorough acquaintance with the plural forms.

Pronouns: (a) Classes: personal, relative, interrogative, simple, and compound. (b) The declined forms of these, and their proper use.

Adjectives: (a) Their comparative and superlative forms, and their proper use. Much drill to be given on the irregular forms. (b) Their proper grouping and agreement as to number.

Verbs: (a) Classes: regular and irregular; transitive and intransitive. Study the passive form in order to give flexibility to expression. The only attention paid to transitive and intransitive, is to determine the proper case forms of the associated pronouns. Much drill required here. (b) Modifications; mode: indicative, subjunctive, and imperative; tense: present and past, and changes in form as to person and number. (c) Forms of the verb phrases, and study of their correlative forms. This will cover what has been taught under compound tense forms and the potential forms. (d) Verbals; forms and use. There shall be a special

study of the various forms of the verb *be*, and of their use and associated forms. Much drill will be required here.

Adverbs: (a) Special study of adverb forms as distinguished from adjective forms. (b) Compared forms. (c) Grouping and position.

Knowledge of prepositions and conjunctions to be deduced from a study of the thought relation and logic expressed in the sentence. Drill in the choice of right preposition and conjunction forms.

Sentence structure: (a) Much drill with the aim of securing quick recognition of the elements in the sentence, and the accompanying punctuation. No diagraming. No parsing. The only practical value to be derived from parsing is the correcting of errors in syntax. This we hope to secure by proper drill work.

The above work to be done inductively. *Much drill on the use of correct forms.*

Literature.—Study *Evangeline* and *Lady of the Lake*, or some other classic, to be used as a basis of comparison for general study in literature, as follows:

General character of the selection, whether narration, description, etc. Whether history, oration, etc. Whether rhyme or blank verse, etc.

Study selected sentences as to form, kind; sentential analysis whenever necessary to aid in the understanding of difficult passages.

Study common and more useful figures of speech.

Selected passages assigned for reproduction or "translation."

In the same way study selections from Scott, Thackeray, Ruskin, Hawthorne, Lowell, with some study of their lives as a guide to the interpretation of their writings.

MATHEMATICS.

Geometry (ten weeks).—Complete the equivalent of the work in Hill's *Geometry*. Follow in the main the methods given in Hill's or Spencer's *Lessons in Geometry*.

Arithmetic (twenty weeks).—General review, with special attention to analysis and skillful work.

Continue work in bookkeeping.

READING.

Selections from authors studied in literature work.

Careful attention given to style, the principles of good reading, and their application. Faults of class studied and corrected. Voice-building continued.

Literature: Reading such books at home as the teacher may direct.

SPELLING.

Continue work in Kennedy's *What Words Say*.

GEOGRAPHY.

The world as a whole. Use map on Mercator's or some other good projection.

Location of continents; of islands, oceanic and continental.

Relations of oceans to continents.

Ocean currents, etc.

Distribution of heat by zones.

Motions of the earth.

Elevations, winds, etc.

Distribution of moisture; of vegetation; of animals.

Governments of the world, with capitals and principal cities.

Manufacturing and commercial advantages of each political division.

Manufactures of the world.

Commerce and commercial routes of the world.

Great cities of the world, and what made them great.

Study of important political divisions, as Palestine, Italy, etc.

Natural productions of each division.

Five weeks in Mathematical Geography.

Reading: *Great Cities of the Modern World*; *Great Cities of the Ancient World*; *Around the World by a Boy*; *Boy Travelers*; *Voyage of the Sunbeam*; *Stories of Nations*; *Through the Dark Continent*; *Through Darkest Africa*.

U. S. HISTORY.

Study of twenty special topics selected from the National Period. Use made of State History and supplementary books.

WRITING.

Good habits established by careful attention to all written work.

FORM STUDY AND DRAWING.

(a) Form Lessons: Study of the facts and appearances of objects to be drawn.

(b) Free-hand Drawing: Draw from nature simple groups of objects outside of school house. Historic ornaments. Shades, shadows, continued. Perspective.

(c) Dictation, Memory, Copying: Copying—historic ornaments. Memory—forms studied.

(d) Designing: Objects for use at home or in school. Plans and elevations of simple cottages and school house. Map of school house and grounds.

MUSIC.

Develop the theory of major and minor keys, intervals, triads, and chords. Exercises in triads of major and minor keys.

Three-part music, with frequent change of parts.

Four-part music, if voices will permit.

Sight reading from music readers.

Careful attention given to rhythm, quality of tone, and position of body.

MORAL CULTURE.


Aims and ideas: the guidance of the mind in forming correct ideas and in having true aims.

The essentials of true manhood and womanhood.

Great characters of history: reformers, scholars, heroes, benefactors, rulers. Discussion of the most prominent of each, and the benefits the world has derived from their lives.

References: Smiles' *Self-Help Series*; Matthews' *Getting on in the World*; *Beacon Lights*; *Man Without a Country*; *Gold Foil*; *Queenly Women*.

As the three Normal Schools of the State pursue on the whole the same course of study in the Normal Departments, it has been thought best to make the course in the Training Schools as nearly alike as is possible. Therefore, the above course and that at San José vary but little.



DONATIONS TO MUSEUM.

The following persons have made donations to the Museum during the past year :

Senator Delos Arnold, Pasadena.....	6 geods; 74 species Quaternary fossil shells.
Gen. John Bidwell.....	Private collection of 300 specimens, consisting of fossil woods, minerals, Indian relics, shells, cones.
State Mining Bureau of California.....	200 specimens of California ores; collection of foreign woods.
Clara Park.....	Butterflies; tooth of mastodon.
Lily Earl.....	Sponge coral; brain coral.
H. W. Heath.....	Vegetable caterpillar, New Zealand.
Minnie White.....	Granulated silver.
A. H. Crew.....	Cinnabar.
A. C. McGee.....	Fossil fishes, Green River; photograph rock; manzanita of curious growth; free gold.
A. J. Bryan.....	Fungiform coral.
J. R. Gleason.....	Cinnabar.
Harry Crew.....	Mounted white heron.
Carrie Gray.....	Star fishes.
Louisa Hibbard.....	Barnacles.
Dr. Rodley.....	Wood curiosity.
Ruby Green.....	Silver ore; fossil shells.
James Wilson.....	Man-eating shark.
George Ames.....	Peat.
Alex. Graham.....	100 varieties of bird's eggs in case.

Many other specimens were given to the school during the first years of its existence. The record, unfortunately, is lost, and we are not able to credit the donors. We hope to make the list of gifts more complete in some future catalogue.

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